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The Bulletin of the
State Normal School
Moorhead, Minnesota

1917

The Bulletin

OF THE

State Normal School

Moorhead, Minnesota

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Minnesota State Normal School Board

ELL TORRANCE, <i>President</i>	MINNEAPOLIS
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Term Expires 1921.	
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Calendar, 1917-1918

Summer Term

[illegible]

Fall Term

[illegible]

Winter Term

[illegible]

Spring Term

[illegible]

The Faculty

	Residence.
FRANK A. WELD, M. A., LL.D., President.....	403 8th St. So.
<i>School Management.</i>	
CASWELL A. BALLARD, B. S.....	604 8th St. So.
<i>Biological Science. Chemistry.</i>	
NATALIE THORNTON, B. A.....	Wheeler Hall
<i>Dean of Women. English.</i>	
BELLE M. DEANS, Ph. B.....	714 8th St. So.
<i>Superintendent of Elementary School.</i>	
KATHARINE LEONARD, M. A.....	323 7th St. So.
<i>Mathematics.</i>	
EDWARD R. COLLINS, Ph. D.....	521 8th St. So.
<i>Psychology. History of Education.</i>	
*MAUDE HAYES, M. A.....	Oxford University, England
<i>Reading.</i>	
BURL G. MARTIN, M. A.....	617 9th St. So.
<i>English Grammar.</i>	
ALLEN F. WOOD, B. A.....	606 5th Ave. So.
<i>Penmanship. Registrar.</i>	
JOHN W. ECK, B. A.....	614 10th St. So.
<i>Manual Training.</i>	
GEORGE B. KENDALL, B. S.....	1108 7th Ave. So.
<i>Physical Sciences. Agriculture.</i>	
STEPHEN S. VISHER, Ph. D.....	819 10th St. So.
<i>Geography.</i>	
ROBERT R. REED, M. A.....	617 5th St. So.
<i>English.</i>	
MARTHA L. METCALF, B. S.....	611 8th St. So.
<i>Home Economics.</i>	
†ARTHUR W. JOHNSON, B. A.....	617 9th St. So.
<i>Psychology. Theory of Education.</i>	
JAMES E. MOORE, B. A.....	617 9th St. So.
<i>Psychology. Theory of Education.</i>	
IZELLA M. DART, B. A.....	611 8th St. So.
<i>Librarian.</i>	
ALLENE COFFLAND, B. A.....	621 9th St. So.
<i>Physical Education.</i>	
RAYMOND H. DURBORAW, Ph. D.....	661 8th St. So.
<i>History. Sociology.</i>	
HELEN WELTER, B. A.....	424 9th St. So.
<i>Assistant in English and History.</i>	
EDNA G. BENSON, B. A.....	523 7th St. So.
<i>Drawing.</i>	
BELLE DREDGE, B. A.....	216 8th St. So.
<i>Principal Intermediate School.</i>	

The Faculty—Continued

JENNIE M. SANDERS, M. Di.....	1023 7th Ave. So.
<i>Principal Upper Intermediate Department.</i>	
†ELEANOR OSBORN, B. S.....	709 8th St. So.
<i>Lower Intermediate Department.</i>	
VIVIEN G. HAINER, B. A.....	Comstock Hotel
<i>Principal Lower Intermediate Department.</i>	
MARY C. RAINEY, B. S.....	503 7th St. So.
<i>Principal Primary Department.</i>	
HELEN HARRELSON, B. S., Pd. B.....	720 7th St. So.
<i>Assistant in Primary Department.</i>	
MARGARET KELLY, B. A.....	402 9th St. So.
<i>Assistant in Intermediate School.</i>	
MARY A. CONANT.....	1023 7th Ave. So.
<i>Rural Education.</i>	
ETHEL M. BANTA.....	523 7th St. So.
<i>Kindergarten Department.</i>	
J. HAROLD POWERS.....	419 9th St. So.
<i>Music.</i>	
RUTH SOUTHWICK.....	709 8th St. So.
<i>Reading.</i>	
†L. WALLACE RUSNESS.....	55 4th Ave. So.
<i>Mathematics. Physical Director.</i>	
MILLIE H. DAHL.....	Comstock Hall
<i>House Director.</i>	
BESSIE HOPKINS.....	1022 7th Ave. So.
<i>Assistant in Home Economics.</i>	
MARTHA AMUNDSON.....	413 11th St. So.
<i>Assistant in Intermediate Department.</i>	
WILHELMINA MEYER.....	720 7th St. So.
<i>Assistant in Kindergarten Department.</i>	
MRS. GRACE GOODSSELL.....	505 8th St. So.
<i>Assistant Librarian.</i>	
MRS. G. L. HUBBEL.....	423 10th St. So., Fargo
<i>Assistant in Reading.</i>	
ANNA J. HANDEYSIDE.....	402 9th St. So.
<i>Accountant.</i>	
RUBY WALDIE.....	Wheeler Hall
<i>Assistant Registrar.</i>	
PAULA JOHNSON.....	1017 2nd Ave. No.
<i>Assistant in Office.</i>	
CEDI LINDGREN.....	1018 7th Ave. So.
<i>Text-book Librarian.</i>	
WANDA S. STEGER.....	216 8th St. So.
<i>Secretary.</i>	

* On leave of absence.

† Resigned.

The School

A CORDIAL invitation is extended to all persons who may be interested in school work to visit this school, and, especially, those who are engaged in educational work are invited. Trained teachers are in demand, and this school will always welcome inquiries for such teachers. It is the purpose of the administration of the school to be as helpful as possible to public school officials, and with that end in view, it will strive to place its graduates, so that they may serve the state with credit to themselves and to the educational interests involved. Persons desiring other information, concerning the Normal School at Moorhead, than that contained in this catalogue, are requested to address the President.

LIFE OF THE STUDENT: Wheeler Hall, remodeled, and the new dormitory, Comstock Hall, situated on the school campus not far from the normal school buildings, are attractive homes for young women. Here the young women of the school are surrounded by a stimulating and Christian influence. The purpose of the administration of the halls is to make them not boarding houses, but Christian homes, where every effort may be put forth to maintain the amenities of life, which prevail in homes of refinement and good cheer. The buildings are arranged to accommodate two hundred students, and they are modern throughout, having a complete equipment of bath rooms, toilet rooms, steam heat, electric light, and laundry rooms. All the rooms are well arranged and well lighted. Each sleeping apartment contains two closets, and all the necessary furnishings, and is arranged to accommodate two students. Preference in choice of rooms is given in order of application. The health and comfort of the students are the first consideration, and all matters relating to food, hygiene, and sanitation are carefully observed. A school nurse, who lives in Comstock Hall, calls upon all those who are ill, and personally supervises their care. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, vary from \$4.00 to \$4.25 a week. This rate is exceedingly low, when one considers the completeness of the service offered. The table board is excellent, and the buildings are finely equipped. Single meals and meals to guests are 25 cents each. Bills are payable one month in advance. No discount is made for absences under one week, except in the case of the regular vacations, as indicated in the calendar. Discounts will be made for such vacations. Students are required to take care of their own rooms. Mail is taken to the postoffice, and delivered twice a day.

WHAT STUDENTS FURNISH: The students are expected to supply themselves with a hot water bag, bath towels, towels, wash cloths, bureau scarfs, bed-room slippers, and quilts or a pair of blankets. All articles should be plainly marked with the owner's name. It is suggested that each student be provided with a napkin ring, a well equipped work bag, a clothes bag, rubbers, an umbrella, a shoe bag, a bath-robe or a kimona, and a high school dictionary. Young women who wear eye-glasses or spectacles are advised to have at least one extra pair.

WORK OF THE DEAN OF WOMEN: The student body of the normal school divides itself naturally into two groups, consisting of those who reside in the

halls and of those who live in various homes about the city. Not only do the halls form the center of the school life, but they are a positive force in molding the spirit of the institution. Their influence spreads throughout school circles, creating a sentiment for all that which enriches the lives of young women.

To stimulate this influence and to further the spirit of unity in school activities, the Dean of Women has the same personal interest in the students residing outside the halls as she has for those who reside within them. Thus the health, the profitable use of time and energy, the social welfare of the young women are all matters which concern her in an intimate way.

In order to facilitate this acquaintance and to come in close relation with these phases of student life, each young woman is requested upon her arrival to register in the office of the Dean of Women. Here are lists of approved boarding and rooming places which serve to help a student in finding a comfortable location.

With a view to closer association of school and home interest, the Dean of Women entertains the young women of the school in groups. These occasions, which are of an informal nature, afford an opportunity for social grace and initiative along lines of entertainment, and foster a feeling of good fellowship throughout the school.

THE OPEN HOUR: During the fall and spring terms, an informal entertainment, called "The Open Hour," is often given in Wheeler Hall on Tuesday evening between the hours of seven and eight. In the winter term, the program is held from four to five o'clock on Sunday afternoons, while the girls are gathered around the fire-place.

By the favor and ready co-operation of members and friends of the normal school, an opportunity is given during the year to hear the talent of the two cities in dramatic readings, music, and in recitals of various kinds. The major part of the entertainment is given by the visiting artists, the young women assisting with their accomplishments from time to time.

Frequently "A Social Tea," at which the social committee of each hall in turn acts as hostess, follows the program. The object of these programs is to entertain, but, in fostering the spirit of unity, in giving the young women an interest distinctly their own, and in revealing an ability to plan and to execute, "The Open Hour" and "The Social Tea" are progressive and invaluable.

BOARD IN PRIVATE FAMILIES: Board may be obtained in private families, and rooms may be rented, where students may do their own cooking, if they wish to reduce expenses. Students are advised to make personal application for rooms rather than to engage them through correspondence. Lists of rooming and boarding places may be secured upon arrival at the office of the dean of women. Pupils will be required, in all cases, to consult with the President or the Dean of Women in the choice of a boarding place.

ART EXHIBIT: An art exhibit of superior merit is an annual event at the school. The exhibit is maintained, usually, during one week. The exhibit is open to all persons connected with the school, and of the community. This year, a very unusual exhibit of Medici Prints was secured through the courtesy of the Beard Art Galleries.

THE WEEKLY CALENDAR: A calendar is issued at the beginning of each week, and distributed to the members of the school. Activities of the various organiza-

tions of the school, and events of interest to members of the school, and other persons, are scheduled on the calendar. Copies of the calendar will be mailed to any person upon request.

THE NEWS LETTER: A news letter containing items of interest to members of the school is issued at the close of each week. Matters relating to the activities of the school, are, in this way, brought to the attention of the students and alumni. Copies of the news letter may be secured upon request.

COURSE OF ENTERTAINMENTS: A course of entertainments is given in the auditorium of the normal school, annually, during the winter season. Attractions of high merit are provided, and every effort is put forth to make the course instructive as well as entertaining. Tickets are sold to students at a low rate.

THE PRAECEPTOR: A school annual, published under the auspices of the senior class, is a distinctive and helpful feature of the work of the school. Co-operation, the underlying principle of successful work, does much to foster a spirit of loyalty and unity among members of the class, and affords an opportunity for growth and resourcefulness on the part of members of the Praeceptor Staff. The undertaking is generously supported by the students and the faculty.

DRAMATICS: A play is presented by members of the senior class, each year, under the direction of the head of the department of reading. Some of the plays that have been presented at the school are *The House of Rimmon*, *The Wolf of Gubbio*, *The Piper*, *The Merchant of Venice*, *Joan of Arc*, *Robin Hood*.

NOON LUNCHEON: Young women who are registered in the department of home economics plan, prepare, and serve hot luncheons each school day. These luncheons are served in cafeteria style, at a maximum cost of ten cents, to all students who desire them. This work serves a three-fold purpose: the students in the department have practice in large quantity cookery, they are prepared to take charge of similar work upon leaving school, and those students who remain at the normal school during the noon hour have an opportunity to procure a hot luncheon at a nominal cost.

THE BULLETIN: The bulletin is a quarterly magazine, published by the school. It is devoted to the interests of the normal school in particular, and in general to the educational interests of the Northwest. Sample copies will be sent to any address upon request.

SESSIONS: There are two sessions a day. The morning session begins at 8:00 o'clock, and closes at 12:10. The afternoon session begins at 1:25 and closes at 3:40. The elementary school has two sessions. The morning session begins at 9:00 o'clock, and closes at 11:40. The afternoon session begins at 1:30, and closes at 3:30.

Organizations

THE ATHLETIC ASSOCIATION: The provisions of the constitution of the Athletic Association connected with the school are sufficiently restrictive, and yet they are liberal enough to insure earnest and enthusiastic support. The president, vice-president, secretary, and treasurer of the association, two other students, two members of the faculty, and one member of the Alumni Association, constitute the athletic board of control.

COUNTRY LIFE CLUB: The club was organized in the fall of 1915, and has grown steadily in numbers and popularity since that time, now having a membership of over one hundred fifty. The meetings are held on the second and fourth Wednesdays of each month. The purpose of the club is three-fold: 1. to stimulate an interest in rural problems and education, 2. to bring before prospective rural teachers those people in our own state and elsewhere who are devoting their time to the important phases of rural life, and 3. to give each one of its members an opportunity to meet in a social way, and to become intimately acquainted with the other students of the school with whom they have common interests and aspirations.

BOYS' GLEE CLUB: A Glee Club of twelve to sixteen voices is maintained for the young men of the school. Voices are tested for various parts, and those having good voices are eligible to membership.

GIRLS' GLEE CLUB: A Glee Club of about twenty-four voices is maintained for the young women of the school. Voices are tested for membership in the club, and students having good voices and some ability to read music are chosen. Preference is given to seniors and juniors.

HOME ECONOMICS ASSOCIATION: The Home Economics Association was organized in 1915 for the purpose of discussing subjects of interest to homemakers. All students taking work in home economics are eligible to membership. The association maintains a home economics scholarship to be awarded, annually, to the student in the department, whose general attainment is superior in all departments of the school.

ORCHESTRA: The school orchestra is maintained under the direction of the music department. Any student who plays an orchestral instrument is eligible to membership. The orchestra is often called upon to play at school functions and recitals.

THE NEIGHBORHOOD ORGANIZATION: The young women who room in the city have an association known as the Neighborhood Organization which is divided into six groups. Membership in a group is determined by the locality of the house in which a young woman may be living. The purpose of the organization is to foster among this group of students, necessarily scattered, a spirit of unity, loyalty, and co-operation.

RED CROSS SOCIETY: A Red Cross Society, which is an auxiliary to the Moorhead Red Cross Chapter, has been organized by the young women of the school. All of the young women belong to the school organization, and upon paying a fee of \$1.00 become members, also, of the National Red Cross Society. The work is administered by an executive board consisting of seven students and five mem-

bers of the faculty. Classes in first aid, home nursing, knitting, and plain sewing are conducted.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION: Active work is done by the women of the school in the Young Women's Christian Association. Regular meetings are held each week, and, occasionally, social functions are given under the auspices of the association.

One of the most interesting phases of the work is that done under the direction of the Social Service committee. There are various kinds of work represented, such as friendly visiting at institutions and homes, sewing and calisthenics for children, teaching English to foreigners, distribution of Thanksgiving baskets to the poor of the city, and services along other lines to people whose lives are different from their own.

Activity of this kind stimulates an interest in various conditions of living, and develops a spirit of thoughtfulness and helpfulness, which broadens the sympathies of those who render the service.

Admission, Advanced Standing, Diplomas, and Certificates

REGISTRATION FEE: The registration fee is two dollars.

THE LIFE DIPLOMA: For admission to work leading to the life diploma, the applicant must be (1) a graduate of an approved high school, academy or college, or school of equal rank; or (2) present high school records, for which advanced credit will be given, for a semester or more of work in a high school; or (3) sustain satisfactory examination in each of the following subjects: arithmetic, English grammar, geography, United States history, and physiology, which tests the applicant's knowledge of the subjects named, as they are presented in the current leading modern text-books. Applicants will be expected to show ability to read at sight, intelligently and fluently, ordinary, easy prose and simple poetry, and sufficient training in English composition to enable them to write a simple essay, or letter, correctly, and in proper form. Applicants for admission, who hold teachers' state second grade certificates, or certificates secured in a high school, will be registered without examination. High school graduates receive 36 units of advanced credit, and college graduates 48 units. There are 60 units of work in the curriculum. A minimum of one year's resident study is required of every candidate for graduation.

THE ELEMENTARY DIPLOMA: For admission to work leading to the elementary diploma the same subjects and the same proficiency are required as in the case of the life diploma, except that in the case of high school graduates, in addition to the evidence of graduation, satisfactory high school records must also be presented in each of the following subjects: civics, one-half year; United States history, one-half year; physics, one year, or chemistry, one-half year; botany, one-half year, or zoology, one-half year. Physiology, also, is required, but records in that subject secured in a high school, or in a grammar school, will be accepted. Students who come to the normal school without complete records in the foregoing subjects, may enter conditionally, and they will be given opportunity to make up the conditions.

PREFERRED HIGH SCHOOL WORK: The following named high school subjects are urged as necessary prerequisites for successful work in the normal school

on the part of high school graduates: English, 3 years; biology (botany or zoology and physiology), 1 year; physical science (physics or chemistry), 1 year; history (modern or ancient), 1 year. In addition, certain other preliminary subjects are strongly recommended, in the order of preference, as follows: U. S. history and civics, 1 year; algebra, 1 year; geometry, 1 year; language (modern or ancient), 2 years; physiography, 1 semester; drawing, 1 semester; vocal music, 1 year; industrial subjects, 1 year; penmanship ability of 70, Ayres, or of 14, Thorndike scale.

ADVANCED STANDING: High school graduates who have taken in graduate classes at least a half year's work in normal subjects, as offered in state high schools, will receive credit for subjects in which they may have done a full semester's work, provided (1) that these credits shall apply only on two years' work in the course; (2) that the President reserves the right to test the quality of the work for which credit is asked; and (3) that not more than six units of credit can be given to any student.

FIRST GRADE STATE TEACHERS' CERTIFICATE: This certificate, valid at the time of presentation, will entitle its holder to twelve credits in the course of study, provided (1) that the subjects to be credited shall be designated by the President in conference with the student; (2) that the average of each certificate must not be less than 85 per cent.; and (3) that subjects in which the standings are less than 75 per cent. will not be credited, the number of credits being reduced in proportion to the number of standings lower than this minimum.

UNIVERSITY STANDING: Graduates of high schools, who complete the course of study, will be given two full years of credit by the state university. Such graduates may thus secure the degree, Bachelor of Arts in Education, in two years after graduation from the normal school. Plans are in progress whereby graduates of the normal schools may receive more extended credit in the college of liberal arts in the university than is now granted.

LEGAL VALUE OF DIPLOMA: Under the law relating to normal school diplomas enacted by the legislature of 1909, the *Advanced Diploma* is valid as a first grade certificate for two years from its date. At the expiration of two years of actual, successful teaching, such diploma, indorsed by the president of the school granting it, and by the State Superintendent of Education, becomes a first grade certificate for life. The advanced diploma entitles its holder to teach in any grade of the public schools, to serve as principal of a state graded school, and to teach specified subjects in a state high school, under the authority of a permit issued by the State Superintendent of Education. Thus the holder of the advanced diploma may occupy a responsible position in any department of the state system of public school work.

The *Elementary Diploma* is valid as a first grade certificate for the period of three years from its date, and it is not renewable, except any holder of the elementary diploma, who has completed three years (36 units) of work in the curriculum, may have its force and effect, as a first grade certificate, extended for a further period of three years, by the completion of an additional one year (12 units) of work. A high school graduate who has earned the elementary diploma may be granted the advanced diploma, upon the completion of an additional one year (12 units) of work. The State Superintendent of Education

will grant a teachers' first grade certificate to holders of the elementary diploma at the end of three years from the date of the diploma. The diploma itself is not renewable, but the certificate will entitle the holder of the diploma to teach for a further period of five years.

INDORSEMENT OF DIPLOMAS: A fee of one dollar is required from each applicant for the indorsement of a normal school diploma.

FIRST GRADE CERTIFICATE: A first grade state teachers' certificate may be granted to students who complete the first three years (36 units) of work in the curriculum. Such certificate may be granted, also, to high school graduates who complete one year (12 units) of work in the curriculum.

SECOND GRADE CERTIFICATES: A second grade state teachers' certificate may be granted to students who complete two years (24 units) of specified work in the curriculum.

The Program of Studies

Curriculum Leading to the Advanced Diploma

First Year Subjects

Algebra I, II, III.....	3 terms,	180 hours
Commercial Geography	1 term,	60 hours
Drawing I	1 term,	60 hours
English Composition I, II.....	2 terms,	120 hours
English Grammar I, II.....	2 terms,	120 hours
Music I	1 term,	60 hours
Physical Geography	1 term,	60 hours
Reading I	1 term,	60 hours

Second Year Subjects

American History I, II.....	2 terms,	120 hours
Arithmetic I, II.	2 terms,	120 hours
Drawing II.	1 term,	60 hours
English History	1 term,	60 hours
*Music II.	1 term,	60 hours
Reading II.	1 term,	60 hours
Plane Geometry I, II.....	2 terms,	120 hours
*Zoology I, II.....	2 terms,	120 hours

Third Year Subjects

*Elementary Science	1 term,	60 hours
American Literature I, II.....	2 terms,	120 hours
*Botany I, II.	2 terms,	120 hours
*Agriculture I.	1 term,	60 hours
**Industrial Work I, II.....	2 terms,	120 hours
Physics I, II, III.....	3 terms,	180 hours
Physiology	1 term,	60 hours
Rhetoric	1 term,	60 hours
*Rural School Methods.....	1 term,	60 hours

Fourth Year Subjects

*Agriculture II.	1 term,	60 hours
Chemistry I, II.....	2 terms,	120 hours
Child Study	1 term,	60 hours
General History I, II, III.....	3 terms,	180 hours
Teaching I. (Observation).....	1 term,	60 hours
*Physiography	1 term,	60 hours
Psychology I.	1 term,	60 hours
Solid Geometry	1 term,	60 hours
Theory of Education I.....	1 term,	60 hours
*Primary Methods	1 term,	60 hours
*Library Science	1 term,	60 hours
*Grammar Grade Methods.....	1 term,	60 hours
*Rural Sociology	1 term,	60 hours

*Literature and Handwork..... 1 term, 60 hours
 *Elective. **Two Electives. For further statement regarding electives, see paragraph under special curriculums on page 22.

Fifth Year Subjects

*Kindergarten Theory I. 1 term, 60 hours
 Advanced Civics 1 term, 60 hours
 English Literature I, II..... 2 terms, 120 hours
 Geology 1 term, 60 hours
 History of Education..... 1 term, 60 hours
 Children's Literature 1 term, 60 hours
 Literature and Themes..... 1 term, 60 hours
 Psychology II. 1 term, 60 hours
 School Management ½ term, 30 hours
 Sociology 1 term, 60 hours
 Teaching II, III..... 2 terms, 120 hours
 Penmanship ½ term, 30 hours
 *Intermediate Grade Methods..... 1 term, 60 hours

High School Graduates

A Two Years' Curriculum Leading to the Advanced Diploma

ENGLISH

English Grammar III..... 1 term, 60 hours
 Reading III. 1 term, 60 hours
 *Children's Literature 1 term, 60 hours
 Literature and Themes..... 1 term, 60 hours

PENMANSHIP

Penmanship ½ term, 30 hours

HISTORY AND SOCIAL SCIENCE

American History III..... 1 term, 60 hours
 Advanced Civics 1 term, 60 hours
 Sociology 1 term, 60 hours
 *Rural Sociology 1 term, 60 hours

EDUCATION

Psychology I, II. 2 terms, 120 hours
 Theory of Education I..... 1 term, 60 hours
 *History of Education I, II..... 2 terms, 120 hours
 Teaching I, II, III..... 3 terms, 180 hours
 School Management ½ term, 30 hours
 *Rural School Methods..... 1 term, 60 hours
 Primary Methods 1 term, 60 hours

SCIENCE

*Elementary Science 1 term, 60 hours
 *Geography 2 terms, 120 hours
 Arithmetic III. 1 term, 60 hours
 Drawing III. 1 term, 60 hours
 Music III. 1 term, 60 hours
 *Industrial Work 2 terms, 120 hours
 *Elective.

Differentiated Curriculums

THE advanced curriculum is differentiated to afford special training to teachers of primary grades, intermediate grades, and grammar grades. These three curriculums have a common basis of eighteen required credits. The remaining six credits in each curriculum are electives, selected to give special training for primary, intermediate, or grammar grade teaching.

Required Subjects and Credits

Arithmetic	I term,	60 hours
Drawing	I term,	60 hours
Grammar	I term,	60 hours
Literature and Themes	I term,	60 hours
Reading	I term,	60 hours
Geography	I term,	60 hours
American History	I term,	60 hours
Sociology	I term,	60 hours
Advanced Civics	I term,	60 hours
History of Education	I term,	60 hours
Music	I term,	60 hours
Theory of Education	I term,	60 hours
School Management	½ term,	30 hours
Penmanship	½ term,	30 hours
Psychology	2 terms,	120 hours
Teaching	3 terms,	180 hours

Electives for Primary Grade Teachers—Choose Six

Children's Literature	I term,	60 hours
Literature and Handwork	I term,	60 hours
Kindergarten Theory	I term,	60 hours
Literature	I term,	60 hours
Music	I term,	60 hours
Physical Education	I term,	60 hours
Primary Methods	I term,	60 hours
Songs, Stories, and Games	I term,	60 hours
Elementary Science	I term,	60 hours
Physiology and Sanitation	I term,	60 hours
Manual Training II.	I term,	60 hours
Child Psychology	I term,	60 hours

Electives for Intermediate Grade Teachers—Choose Six

Children's Literature	I term,	60 hours
Drawing	I term,	60 hours
Elementary Handwork	I term,	60 hours
Intermediate Grade Methods	I term,	60 hours
Literature and Stories	I term,	60 hours
Music	I term,	60 hours
Physical Education	I term,	60 hours
Sewing	I term,	60 hours

Cooking	1 term,	60 hours
Advanced English Composition	1 term,	60 hours
Primary Methods	1 term,	60 hours
Library Science	1 term,	60 hours
Grammar Grade Methods	1 term,	60 hours
Elementary Science	1 term,	60 hours
Physiology and Sanitation	1 term,	60 hours

Electives for Grammar Grade Teachers—Choose Six

Intermediate Grade Methods	1 term,	60 hours
Rural Sociology	1 term,	60 hours
Elementary Science	1 term,	60 hours
Manual Training II.	1 term,	60 hours
Library Science	1 term,	60 hours
Primary Methods	1 term,	60 hours
Rural School Methods	1 term,	60 hours
Children's Literature	1 term,	60 hours
English Composition	1 term,	60 hours
Geography	1 term,	60 hours
Grammar Grade Methods	1 term,	60 hours
Industrial Arts	1 term,	60 hours
Literature	1 term,	60 hours
Mathematics	1 term,	60 hours
Physical Education	1 term,	60 hours
Physiology and Sanitation	1 term,	60 hours
Reading	1 term,	60 hours
Domestic Art I., II.	2 terms,	120 hours
Domestic Science I., II.	2 terms,	120 hours
Agriculture I., II.	2 terms,	120 hours

Curriculum in Rural Education

A Two Years' Curriculum Leading to the Advanced Diploma

Twenty-four credits are required for the completion of this curriculum.

Grammar III.	1 term,	60 hours
Arithmetic III.	1 term,	60 hours
Reading III.	1 term,	60 hours
History III.	1 term,	60 hours
Geography	1 term,	60 hours
Music III.	1 term,	60 hours
Drawing III.	1 term,	60 hours
Advanced Civics	1 term,	60 hours
Literature and Themes	1 term,	60 hours
Agriculture I.	1 term,	60 hours
History of Education I.	1 term,	60 hours
Psychology I., II.	2 terms,	120 hours
Theory of Education	1 term,	60 hours
Manual Training II.	1 term,	60 hours

Rural Home Economics	1 term,	60 hours
Rural Sociology	1 term,	60 hours
Rural School Methods	1 term,	60 hours
Grade Methods	1 term,	60 hours
Rural Teaching	2 terms,	120 hours
Grade Teaching	1 term,	60 hours
School Management	$\frac{1}{2}$ term,	30 hours
Penmanship	$\frac{1}{2}$ term,	30 hours
Physical Education	1 term,	60 hours

Curriculum Leading to the Elementary Diploma

Designed Especially to Prepare Teachers for Rural and Semi-Graded Schools

A GRADUATE of a high school, who completes twelve terms of work in the curriculum, as indicated below, may receive the elementary diploma.

Subjects

Arithmetic III.	I term,	60 hours
Drawing III.	I term,	60 hours
*Rural School Methods.	I term,	60 hours
Geography	I term,	60 hours
Grammar III.	I term,	60 hours
Music III.	I term,	60 hours
Penmanship	½ term,	30 hours
Psychology I.	I term,	60 hours
Reading III.	I term,	60 hours
School Management	½ term,	30 hours
Teaching I, II.	2 terms,	120 hours
Theory of Education I.	I term,	60 hours
*Primary Methods	I term,	60 hours
*Manual Training II.	I term,	60 hours
*Elementary Science	I term,	60 hours

A student who is not a graduate of a high school, who completes thirty-six terms of work in the curriculum; as indicated below, may receive the elementary diploma.

Arithmetic I, II.	2 terms,	120 hours
Algebra I, II.	2 terms,	120 hours
Composition I, II.	2 terms,	120 hours
Reading I, II.	2 terms,	120 hours
American History I, II.	2 terms,	120 hours
Elementary Civics	I term,	60 hours
Physiology and Hygiene	I term,	60 hours
Physical Geography	I term,	60 hours
Commercial Geography	I term,	60 hours
Geometry I, II.	2 terms,	120 hours
Grammar I, II.	2 terms,	120 hours
Manual Training II.	I term,	60 hours
Botany I. or Zoology I.	I term,	60 hours
*Elementary Agriculture	I term,	60 hours
English History	I term,	60 hours
Music I.	I term,	60 hours
Psychology I.	I term,	60 hours
*Rural Home Economics	I term,	60 hours
American Literature I, II.	2 terms,	120 hours

Primary Methods or Drawing I.....	1 term,	60 hours
*Rural School Methods	1 term,	60 hours
Physics or Chemistry I, II.....	2 terms,	120 hours
*Rural Sociology	1 term,	60 hours
Theory of Education I.....	1 term,	60 hours
Teaching I, II.....	2 terms,	120 hours
*Primary Methods	1 term,	60 hours
Penmanship	½ term,	30 hours
School Management	½ term,	30 hours

* Elective.

Curriculum Leading to the Minnesota Normal School

Special Diploma in Elementary Education

THIS curriculum aims to prepare teachers for normal training departments in high schools, for junior high schools, for the principalships of consolidated and graded schools, and for other supervising positions.

Seven hundred twenty hours of work will be required in this curriculum, and the work must be taken in sequence with the work in the advanced curriculum.

Required Subjects

EDUCATION

Administration	60 hours	
Teaching	60 hours	120 hours
EDUCATIONAL SOCIOLOGY	60 hours	
PHYSIOLOGY AND SANITATION	60 hours	

ENGLISH

Literary Interpretation	60 hours	
English Composition	60 hours	120 hours

ELECTIVES: Three hundred sixty hours of work will be selected by the student from the general list of electives with reference to a special field of work. Subjects may be elected, also, from the special curriculums in Industrial Arts, Music, and Drawing.

Electives

Agriculture	120 hours
Geography	120 hours
History and Economics	180 hours
Physiology and Sanitation	60 hours
Drawing	60 hours
History of Education	60 hours
English	300 hours
Physical Education	60 hours
Special Methods	60 hours
Mathematics	60 hours
Elementary Science	60 hours
Rural School Methods	60 hours
Rural Sociology	60 hours
School Administration	60 hours
Science (Biological and Physical)	240 hours
Library Science	60 hours

Special Curriculums in Manual Training, Home Economics, Drawing, Music, and Elementary Supervision

THESE curriculums are offered for the purpose of preparing young men and young women to act as directors or supervisors in the public schools, and are open to persons who are taking the curriculum leading to the advanced diploma. A special diploma will be granted to a student who completes any one of the special curriculums, in addition to the curriculum leading to the advanced diploma. A student may substitute, however, one of the special curriculums for a year of work in the curriculum leading to the advanced diploma, and receive the advanced diploma. The organization of these curriculums is in keeping with educational expansion, as exemplified in all stages of the educational system.

The normal schools, in order to maintain their position of leadership, and to supply the increasing demand for competent teachers of these newer branches of study, have provided additional instruction to this end. There is an urgent demand on the part of all progressive interests in the commonwealth that the public schools, rather than the special technical schools, shall provide instruction in the newer branches of study for the children and youths of Minnesota.

Special Curriculum in Manual Training

Prepares Teachers for High Schools, Graded Schools,
and Consolidated Schools

Shop Work	3 terms
Drawing	3 terms
Teaching	1 term
History and Organization	1 term
Manual Training or Drawing	2 terms
Electives	2 terms

Special Curriculum in Home Economics

Prepares Teachers for Graded Schools and Consolidated Schools

Domestic Science I, II. (special)	2 terms
Dietetics	1 term
Domestic Art I, II, III. (special)	3 terms
The House	1 term
Teaching	1 term
Chemistry I, II. (special)	2 terms
Physiology and Sanitation	1 term
Bacteriology	1 term

Special Curriculum in Drawing

Prepares Supervisors and Teachers for the Public Schools

Perspective Drawing I, II	2 terms
History of Art	1 term
Advanced Drawing and Color	1 term

Supervision Methods	1 term
Elementary Construction Work.....	1 term
Teaching II., III., Drawing in the Elementary School.....	2 terms
Mechanical Drawing	1 term
Design and Composition.....	1 term
Constructive Design	1 term
Historic Ornament	1 term

Special Curriculum in Music

Prepares Supervisors and Teachers for the Public Schools

Conditions for admission:

1. Music III., or Music I., II.
2. Ability to play and sing.
3. Pleasant speaking and singing voice.
4. Some talent for music.

Harmony I., II.....	2 terms
Advanced Sight Reading.....	1 term
Methods in Grammar Grades and High School.....	1 term
Music History	1 term
Music Form	1 term
Teaching I.	1 term
Teaching II., Music in the Elementary School.....	1 term
Teaching III., Music in the Elementary School.....	1 term
Musical Appreciation	1 term
Children's Literature, or Drawing.....	1 term
Child Study, or Drawing.....	1 term

Summer Session, June 18 to July 27

Daily Program

7:30-8:15 A. M. and 3:00-3:45 P. M.

Literature and Themes
Arithmetic (High School Graduate)
Psychology (First Term)
Geography (High School Graduate)
Sociology
Reading (First Term)
Composition (Second Term)
Arithmetic (First Term)
Physics (First Term)
Domestic Art
Drawing (First Term)
History (First Term)
Grammar (First Term)
Commercial Geography
Agriculture (Second Term)
Plane Geometry (First Term)

8:20-9:05 A. M. and 3:50-4:35 P. M.

Plane Geometry (Second Term)
Physical Geography
Music (First Term)
History (High School Graduate)
Penmanship
Physics (Second Term)
Drawing (High School Graduate)
History (Second Term)
Grammar (High School Graduate)
Botany (Second Term)
Agriculture (First Term)
Elementary Hand Work
Manual Training (First Term)
Manual Training (Second Term)
History of Education (First Term)
Advanced Civics
Arithmetic (Second Term)
Professional Course in History, Grammar, and Physiology

9:10-9:55 A. M. and 4:40-5:25 P. M.

Elementary Civics
Algebra (Second Term)
Psychology (Second Term)
Algebra (First Term)
Music (High School Graduate)

Composition (First Term)
Grammar (Second Term)
Physiology
Theory of Education (First Term)
Reading (High School Graduate)

10:05-10:20

Chapel

10:25-10:40

Chorus

10:50-12:25

Domestic Science I. and II.

10:50-11:35

Professional Course in Music

This course will satisfy the requirement for one professional credit on a first class certificate. This course may be taken in addition to two full credit courses.

10:50-12:25

Rural School Home Economics

This course deals with those phases of Domestic Economy which the rural school teacher will find of especial value to her. It includes elementary food preparation, serving of hot lunches, elementary hand and machine sewing, and garment making.

This is a full credit course, and its successful completion will give the student one credit on the elementary or advanced normal school curriculum, and it will satisfy the requirement of one professional credit for a first class certificate.

10:50-11:35

1:20- 2:05

1. Construction Work
2. Rural School Methods and Professional Course in Composition and Language

These are full credit courses and the successful completion of either one of them will give the student one credit on the elementary or advanced curriculum in the normal school. Number 1 will give one professional credit, and number 2 will give two professional credits on a first class certificate.

11:40-12:25

2:10- 2:55

1. Primary Methods and Professional Course in Reading and Literature
2. Professional Course in Arithmetic and Geography

These are full credit courses and the successful completion of either one will give the student one credit on the elementary or advanced curriculum in the

normal school. It will satisfy also the requirement for two professional credits upon a first class certificate.

1:20-2:05

Professional course in Grammar

This course will satisfy the requirement for one professional credit on a first class certificate. This course may be taken in addition to two full credit courses.

1:20-2:55

Domestic Science I. and II.

1:20-4:30

Consultation and Teachers' Meetings

1:20-2:55

Domestic Science (Advanced Work)

Note: The foregoing program is subject to change, and additional subjects will be offered, if there is a demand for them.

A special circular of information, relating to the work of the summer term, will be sent to any person upon request.

Extension Department

The Extension Department of the normal school is prepared to offer courses, amounting to one full year of work. The work is given the same credit as if it were taken in residence. The courses are organized to help teachers, professionally, and to enable them to secure credits in the advanced curriculums. The following courses are offered:

American Literature II.

English Literature II.

Child Study.

History of Education II.

Physiology and Sanitation.

English History (for advanced students.)

General History I. and II.

Rhetoric.

Literature and Themes.

Rural Sociology.

Domestic Art I. (Elementary.)

Geography (Commercial.)

The Elementary School

THIS department is closely related to other departments of the school, and seeks a skillful, practical application by normal school students, under supervision of the best educational theory. It includes a well equipped elementary school consisting of a kindergarten and eight grades, which affords ample opportunity for the two lines of work offered, namely, (1) observation and theory, and (2) practice-teaching.

THE IDEAL OF THE DEPARTMENT: The ideal of the department in its supervision of the work of the practice teachers is excellence in the following things:

1. Personal appearance and manner
2. Sense of responsibility, faithfulness
3. Professional interest and enthusiasm
4. Scholarship
5. Class management:
 - a. On the side of teaching
 - b. On the side of discipline
6. Power of growth

Teaching is an art, not a science, and it is the policy of the department in everything within its scope, which has a bearing upon the training of a teacher, not only rigidly to observe certain well established general principles, but also to avoid as far as possible the stifling effect of excessive formalism, and to encourage to the uttermost the development of freedom and originality.

THE CURRICULUM OF THE ELEMENTARY SCHOOL: The history course throughout the grades is made the unifying element of the curriculum. It is as follows:

First Grade—Home Life

Second Grade—Primitive Life

Third Grade—Greek Myths, Norse Myths, and King Arthur Stories

Fourth Grade—Bible Stories, Roman History Stories

Fifth Grade—European Hero Stories

Sixth Grade—American History

Seventh Grade—English History

Eighth Grade—American History

The following outline suggests the scope of the curriculum, and shows the grades in which the different subjects have special periods:

History (as outlined)—all grades

Oral and Written Language:

1. Based on central theme (home life, or primitive life, nature study, and stories)—first two grades
2. Based on myths, history stories, literature, nature, and art—third, fourth, fifth, and sixth grades

Language (text supplement)—seventh and eighth grades

Spelling—all grades

Writing—all grades

Arithmetic—all grades

Geography—third, fourth, fifth, sixth, and seventh grades

Hygiene—all grades

Reading—all grades

Music—all grades

Drawing—all grades

Manual Training:

1. Desk work—first four grades

2. Shop work (boys)—last four grades

Physical training—all grades

Domestic Art (girls)—fifth and eighth grades

Domestic Science (boys and girls)—sixth and seventh grades

Nature Study—first five grades

PRIMARY-KINDERGARTEN DEPARTMENT: This training is offered to young women who wish to fit themselves for teachers of children in the first and second grades and in the kindergarten. The department includes a well equipped kindergarten, where those preparing for such teaching may have opportunity for observation of the daily practical demonstration of the work. In order to understand the relation of the kindergarten to the primary grades, all students specializing in either are given an opportunity for practice-teaching in both departments. Students who enroll in this department are expected to show special fitness for teaching little children, and are, therefore, on probation for the first term.

Requirements of Admission: Those who elect this curriculum must be high school graduates, or have received the equivalent of a high school education. Ability to sing, and play simple compositions on the piano, is considered necessary.

Length of Curriculum: The curriculum covers a period of two years, and includes much of the professional study offered to students who are preparing to teach in the primary and grammar grades. It is desirable that those preparing to be kindergarten teachers enter at the opening of the fall term.

Primary-Kindergarten Diploma: The primary-kindergarten curriculum holds equal rank with the other advanced curriculums, and the diploma becomes a life certificate, when indorsed after two years of successful teaching.

Intermediate School

The intermediate school, composed of the seventh, eighth, and ninth grades, has been recently organized. This school forms a connecting link between the elementary school and normal school department, and it offers a splendid opportunity for training teachers for junior high school work.

Department of Rural Education

THE normal school offers the following work through the department of rural education:

- a. All subjects, academic and professional, necessary to the securing of a first grade and second grade certificate.
- b. A three-year rural curriculum leading to the elementary diploma. The elementary diploma has the legal value of a first grade certificate. This curriculum includes, besides practice-teaching and a thorough review of the com-

mon branches, courses in rural school methods, rural home economics, agriculture, construction work, and rural society.

- c. A special first grade certificate to students taking the advanced graduate curriculum upon completion of one year's work. Credits are required in the following subjects: methods in the common branches, psychology, theory of education, music, rural sociology, construction work, rural home economics, rural school methods, and one term of teaching.
- d. A special three-year advanced graduate curriculum for the preparation of supervisors of high school normal training departments. This curriculum leads to the special diploma in elementary education.
- e. A two-year advanced graduate curriculum for the preparation of teachers for consolidated schools with special work in home economics, manual training, and agriculture.
- f. A two-year advanced graduate curriculum leading to the special diploma in rural education.
- g. A Country Life Club with a membership of over one hundred is maintained in connection with the department of rural education. The purpose of this club is threefold: (1) To create a sentiment in favor of rural work. (2) To bring future teachers into touch with leading rural educators and rural problems. (3) To develop socially the people most in need of such development.

Rural Demonstration School

A one-room rural school, located three miles south of the normal school, is affiliated with the Department of Rural Education and is used for purposes of demonstration and practice teaching. Here the students in training come into direct contact with a rural community and its activities, and with a progressive teacher who embodies in her work the newer ideas and ideals of rural education.

The Library and Reading Room

GENERAL LIBRARY: The library contains more than 10,500 volumes, including magazines. In addition, there are nearly 3,000 volumes of government reports, including the official records of the Civil War, Congressional records, Geological surveys, Ethnological reports, and the reports of the various departments. There are also on file the current numbers of 75 periodicals and newspapers, both general and local.

CHILDREN'S LIBRARY: The children's library in the elementary school building has a collection of over 1,500 books, including fiction, reference, and excellent picture books; the magazine of Travel, the Youth's Companion, and Saint Nicholas; and a collection of more than 500 pictures well arranged and catalogued.

The Courses of Study

Biological Science

1. **PHYSIOLOGY AND HYGIENE.** Animal tissue is used to illustrate the principal points of the study. After a careful study of the skeleton, the muscular system is taken up. Under this subject are studied not only the structure, attachment and function of muscles, but the laws governing muscular health. The need of exercise, the amount of exercise, and the best forms of exercise are discussed. The simple chemistry of foods is given in connection with the digestive tract and digestion. Then follow in order the blood and the circulatory system, the respiratory organs and respiration, proper and improper ventilation, the skin and kidneys, the nervous system and special senses, the throat and voice. This course closes with a brief study of germ diseases and the principles of sanitation.

Text-book: Ritchie's Sanitation and Physiology.

2. **BOTANY I.** This course is confined to a study of the thallus plants, mosses, and ferns. In the belief that an accurate knowledge of the higher plants necessitates at least a fair understanding of the lower forms, a series of types which lead logically to an examination of the flowering plants is made the basis of this work. The principles of organic evolution, as illustrated by plants, are made prominent.
3. **BOTANY II.** This course is devoted to a study of flowering plants, morphology, physiology, and ecology receiving about equal attention. Enough taxonomic work is done to familiarize the student with the principal points of the study.

Text-books: Botany for Schools, Atkinson Plant Relations, Coulter.

4. **ZOOLOGY I.** This is a study of the invertebrate types of animal life. Insects and other arthropod types will be studied during the fall while field work is possible. A study of the lower forms will follow. Instruction and practice will be given in the handling of aquaria and the keeping of animals for school-room study. The aims of the course are to introduce the pupils to the fundamental facts of animal life, to give them a knowledge of the way in which the simpler types of animals live and of their importance to man, and to familiarize them with materials suitable for use in nature study in the elementary schools.
5. **ZOOLOGY II.** This course is devoted to a study of the backbone animals. One or more types will be dissected to give a notion of vertebrate structure. Birds and mammals will receive special emphasis. The principles of organic evolution as illustrated by the vertebrates, the origin and improvement of domestic animals, animal intelligence, importance of animals to man, and other special topics will be studied. Lantern slides, pictures and museum material will be used to present vividly the important facts about the life of the higher animals.

Text-book: Linville and Kelly's General Zoology. Several other texts are used for reference.

Civics

1. **ELEMENTARY CIVICS.** This course begins with a study of local organizations—town, school district, village, city, and county. This is followed by a study of the state and its government, its relation to local and national government being carefully considered. The course is based on the Constitution of Minnesota and the Federal Constitution.

Text-books: James and Sanford's *Government in State and Nation*, and Virtue's *Government of Minnesota*.

2. **ADVANCED CIVICS.** Nation and state are considered both as distinct forms of government, and as interrelated parts of the Federal government. The units of local government,—county, town, village, city, and school district,—are carefully studied.

The Congressional Record, the standard magazines, and the metropolitan newspapers are used for a study of current civic problems.

Text-book: Beard's *American Government and Politics*.

Prerequisite: Course 1, or equivalent.

Drawing

1. **DRAWING I.** This course includes the study of the simpler laws of perspective and of their application in representation. Design is studied as the foundation of industrial art, and many exercises in color are worked out. Important artists and their pictures are studied.
2. **DRAWING II.** The work of the first term is continued. To this is added sketching from nature; the study of historic ornament; the Dow work in design; the making of stencils and the application of original designs to objects made from paper, cloth, clay, metal, or leather.
3. **DRAWING III.** This course includes the study of the principles of perspective, and a review of their application in representation; composition, design and color; lettering in relation to modern commercial art; the method of presenting the subject in the grades, and sources from which helpful material may be obtained; school-room decoration and some of the World's best pictures. This course is open to graduates of high schools and to those who have had an equivalent preparation.
4. **PERSPECTIVE I.** The principles of perspective are developed and applied in drawing still life objects, singly, in groups, and in compositions; also in sketching streets and interiors. The work is in pencil outline. Room furnishings are planned, and the elevations made from the plans are painted in water color.
5. **PERSPECTIVE II.** This course includes the study of mechanical perspective; compositions involving the use of the circle, square, and the rectangle. Plans for a house are worked out from which elevations and perspective drawings are made. Light and shade are studied from the objects.
6. **DESIGN AND COMPOSITION.** The subject is studied as in course 2 in order that the pupils may be influenced by the methods used in teaching a large class.
7. **SUPERVISION.** This course involves a study of the presentation of subject matter, the organization of material, equipment, and administration.

8. **ELEMENTARY CONSTRUCTION WORK.** This course is the same as course 2 under Manual Training.
9. **TEACHING I.** The student teaches drawing to an entire room in the elementary school, under the supervision of the teacher of drawing and the critic teachers.
10. **TEACHING II.** This course is a continuation of course 9.
11. **MECHANICAL DRAWING.** This course is the same as course 5 under manual training.
12. **ADVANCED DRAWING AND COLOR.** This course includes the study and analysis of color in relation to its tones, values, intensities, and combinations; color schemes applied to original posters, illustrations, fabric designs, and problems in abstract design.
13. **HISTORY OF ART I.** Architecture and the ornament of each period are studied. Special topics are developed by the class. Notebooks illustrated by full-paged copies of the historic ornaments are kept.
14. **HISTORY OF ART II.** This course deals with the study of painting and sculpture from the time of the Greeks to the present day.
Prerequisite: Course 13.
15. **OUTDOOR SKETCHING AND LIFE DRAWING.** This course includes the study of various kinds of technique; reproductions of the work of good draftsmen; sketches from nature in charcoal, pencil, water-color, and crayon. Two periods each week during the term are devoted to sketching in charcoal, pencil, pen and ink, and color from costume life.

Education

1. **PSYCHOLOGY I. (General Psychology.)** This course is a brief survey of the fundamental facts of psychology in relation to pedagogy and to life. The aim is to lay emphasis upon the physiological conditions of mental activity, and to lead the student by observation, experiment, introspection, analysis, and definitions to such an understanding of psychological terms as will enable him to read intelligently the literature on psychology and pedagogy. This course serves as an introduction to all other courses in the department of psychology and education.
Text-books: Angell's Psychology, and James' Psychology, Briefer Course.
2. **PSYCHOLOGY II. (Educational Psychology.)** The aim of this course is to approach the subject from the point of view of educational and experimental psychology. The source, order, and conditions of development of both physiological and mental functions are sought, and such topics as mind-body relations, sense training, apperception, imaging, memory, association, thinking, the feelings, attention, motor-training, moral training, heredity, and environment are studied in their application to education. Elementary experimental work is performed by the student on such topics as attention, mental images, memory, effective tone, reaction time, and sense discrimination for better interpretation and application. Simple mental

tests are devised and applied. This course is given through discussions, references, and experiments.

Prerequisite: Course I.

3. CHILD PSYCHOLOGY. (Theory of Education II.) This is a second term's work in theory of education as based upon child nature, and is given in the advanced courses. Here the point of view is that of genetic psychology and child study in general. A careful study is made of the many topics pertaining to growth, mental and physical, with some attention to abnormalities, a study of instincts, heredity, environment, and a few special topics with experiments.

References: The general literature of the subject and Kirkpatrick's Fundamentals of Child Study.

4. THEORY OF EDUCATION I. (Principles of Education.) This course is a treatment of educational aims, means and values, and general methods. No one text is used, but reference is made to the works of a large number of present day writers on education.

Prerequisite: Course I.

5. HISTORY OF EDUCATION I. The course is devoted to the study of ideals and practices of ancient, mediaeval, and modern times, and the changes wrought by historic movements, discoveries, and inventions. The aim is to lead the student to realize that education is the highest phase of evolution, and that educational theories survive as principles only when they accord with the laws of man's physical and mental nature.

Text-book: Monroe's A Brief Course in the History of Education, supplemented by numerous references.

6. HISTORY OF EDUCATION II. In this course the large movements, or tendencies, in modern elementary education and the theories and practices of the present time are criticized. Special consideration is given to the current problems of education. Some educational classics are read, and the text is supplemented by educational magazine references.

Text-book: Parker's History of Modern Elementary Education.

7. SCHOOL MANAGEMENT. This is a lecture course involving such subjects as school law; the establishment, organization, and conduct of schools; buildings and their equipments, heating and ventilating; managing classes, incentives, securing the co-operation of pupils; qualifications and duties of teachers; the position of a teacher relative to the community in which she teaches; school boards and their duties; city school systems; waywardness and truancy.
8. PRIMARY METHODS. This course aims to indicate how important principles of teaching may be worked out in the lower grades. The subject matter for those grades is outlined and discussed with special reference to its fitness for meeting the real needs of little children. Observation lessons are given, and these form a basis for the consideration of method in teaching.
9. INTERMEDIATE GRADE METHODS. This course covers work in intermediate grade methods in the differentiated curriculums for intermediate grade teachers.

10. **GRAMMAR GRADE METHODS.** This course covers work in grammar grade methods in the differentiated curriculums for intermediate grade teachers.
11. **SCHOOL ADMINISTRATION.** The course in school administration is especially designed for students who expect to take positions as principals, superintendents, county superintendents, and directors of high school training departments. The course includes a study of the present status of education in the United States; problems arising in connection with state and local administration of education; grading and promotion of pupils, the curriculum, improvement and promotion of teachers in service, school laws, school finances, school boards, and state officials. The class will resolve itself into a seminar for the presentation and discussion of the following topics: the junior senior high school, economy in education, college entrance requirements, the Gary system, vocational education and guidance, compulsory school attendance, medical inspection, and health supervision.

Studies are made of the various schools of Moorhead and Fargo, and of the consolidated schools in the vicinity of Moorhead.

Text-book: Administration of Public Education in the United States, by Dutton and Snedden.

12. **RURAL SCHOOL METHODS.** This course involves studies in school sanitation and decoration, rural school management and organization, the making of programs, children's plays and games, children's songs, penmanship and spelling, general lessons, opening exercises, elementary agriculture, children's literature. Social life in rural communities is studied, including the following subjects: country clubs, contests, noonday lunches, and visiting homes of the community. Construction work, basket and mat weaving are offered. Special work is offered which will show the rural school teacher how to adapt the common school branches to the needs of the community.
13. **PHYSICAL EDUCATION.** Every student who enters this course must present herself for a general biologic health examination. Any one physically unable to take exercise must present a written certificate from a physician stating her inability.

The gymnasium is excellently equipped to meet the needs of both young men and women. The young women must wear full black bloomers and a middy blouse and rubber-soled shoes. Work in physical education is required of all young women students in the junior and senior years.

Junior Year: The first year of work includes marching, simple folk and aesthetic dancing, wand and dumb-bell drills, free exercises, and games.

Senior Year: The second year of work includes Indian club work, dancing, marching, and games.

Playground I. This course is planned so that the student may become thoroughly familiar with games of every type and folk dances for both schoolroom and playground use. Lectures are given on the growth and meaning of Play, Dancing, and Playgrounds.

Playground II. Instruction is given in end ball, volley ball, tennis, basket ball, and indoor baseball. Special emphasis is laid on training the students to coach and officiate at these games. Lectures are given on

emergencies, physical examination of school children, and school hygiene.

Grounds. Outdoor work for young women students is conducted at proper seasons on the athletic fields. Contests between the various teams within the school are encouraged.

Young Men. Athletic work for young men students is conducted in the gymnasium, or on the athletic fields, at proper seasons during the school year.

Contests with neighboring teams are encouraged. An athletic director is in charge of the work.

14. PRACTICE TEACHING I. Prerequisites: Courses 1, 4, and one of 8, 9, or 10.
15. PRACTICE TEACHING II. Prerequisite: Course 14 and work in the public schools.
16. PRACTICE TEACHING III. Prerequisites: Courses 14 and 15. The students are required to assume larger responsibilities, and they are assigned to do substitute work in the city schools of Moorhead and Fargo.
17. KINDERGARTEN THEORY I. This course includes child study and the principles underlying the use of kindergarten material, known as the gifts. The aim of the child study course is to give the students a simple, nontechnical interest in, and knowledge of, little children and their instincts as manifested in their daily play-activities. This course is intended to aid the student in the application of psychology in a practical manner to the daily practice in the schoolroom. A wide range of readings is assigned.
18. KINDERGARTEN THEORY II. This course includes program making and the games and songs of the kindergarten.

Games. The play instincts of the children are studied as an important phase of the course. Sources of universal types of games are considered, and practice in playing the games in class is given.

Songs. The study of the sources of children's songs, and the reason for the selection of certain songs to meet the needs of the kindergarten program, supplement the technical work in the regular academic curriculum.
19. LITERATURE AND HANDWORK COURSE. About one half of this course is devoted to literature, and the other half to handwork. In the study of literature, the aim is to aid the student to realize the value of good literature in the education of the child, and to become better acquainted with the sources, and the principles underlying the selection of children's literature. An opportunity is afforded for the telling of stories in class. The occupations, or handwork, are based upon the relationship of the child's experience to the work of the world. The material is selected with a view to the proper organization of this experience.
20. FROEBELIAN LITERATURE AND HISTORY OF THE KINDERGARTEN. This course contains the two phases of work indicated in the title.

Froebelian Literature. The series of Mother Play Songs by Froebel are studied as a literary contribution. A comparison is made of the Mother Plays and the accompanying pictures with other books for mothers' and children's picture books. A comparison is made of Froebel's philosophy with that of modern philosophers. A study of the Life of Froebel is a phase of this course, and a study is also undertaken of the early days of

the kindergarten in Germany to ascertain what were the contributing forces to it. A comparison will be made between the Froebelian and Montessori systems of education.

References: Life of Froebel, by Snider; The Montessori Method, by Dr. Marie Montessori; The Montessori Manual, by D. C. Fisher; The Montessori System Examined, by Dr. Kilpatrick; The Kindergarten in American Education, by Nina Vanderwalker.

English

1. READING I. Volumes one and two of Evolution of Expression are used as the text. These are supplemented by standard prose and poetry in the logical order of development. Special attention is given to the individual in this class.
2. READING II. Volumes two and three of Evolution of Expression. Supplementary prose and poetry are largely used. Dramatic work is introduced. The essentials of teaching reading are given.
3. READING III. Attention is given to the expressional development of each member of the class before the regular work in methods begins. The principles employed in teaching the selections made for study are such as can be adapted to a broad range of literature. Special studies are: (a) the choice of material for use in grade work; (b) the cultivation of the literary taste of children; (c) the art of story telling. This course is open to high school graduates, or those having an equivalent preparation.
4. READING IV. This is an advanced course. The course includes: (a) principles of vocal and literary interpretation; (b) arrangement and presentation of programs for public occasions; (c) public speaking; (d) argumentation and debate.

Prerequisites: Courses 1 and 2, or 3.

5. ENGLISH GRAMMAR I. A brief but suggestive outline of the history and development of the English language is first given. Grammar is defined on a psychological basis, and constant effort is made to bring out the thought relations of speech and to show that grammar can but follow and record the language forms and usages made by the people in their growth as a race. The entire work of this term is with the sentence.
6. ENGLISH GRAMMAR II. The work of this term follows in more detail the general plan of the first term. Parts of speech are now studied apart from the sentence, and thorough drill on the technical side is given. The sentence is reviewed and the relative value and place of the parts of speech in the sentence unit clearly defined.

Text-book: A Modern English Grammar, Buehler.

7. ENGLISH GRAMMAR III. The aim of this course is to give the mature student a broader view of the scope and power of grammar as the science of language, and to impress upon him the great social and ethical needs of expression and communication as fulfilled through language. Through an

outline study of racial evolution and growth, the student is led to see the evolution and growth of thought into the sentence. This course is open to graduates of high schools, and to students having an equivalent preparation.

8. **ENGLISH GRAMMAR IV.** This is an advanced course in the science of language. Grammar III. is a prerequisite.
9. **ENGLISH COMPOSITION I.** In addition to constant practice in oral and written speech, the students engage in a careful study of the choice of a subject, the selection of a title, and the less technical principles governing the use of words, sentences, paragraphs, and whole compositions. Drill in such elementary features as punctuation, and the mechanics of letter-writing is given. Each student reads one work of fiction, and reports upon it.
Herrick and Damon: Chapters I-II.; IV-VIII.; or Thomas and Howe: Chapters I-III., VI., VIII., X., XI.
10. **ENGLISH COMPOSITION II.** The principles of unity, coherence, and emphasis, roughly indicated in the first term's work, are here reviewed, and more insistently applied. Good use, with its standards as applied to words and sentences, is taken up, especial attention being given to the elimination of barbarisms. Idiom and the grammar of sentences are carefully noted. To teach the student to plan and organize, one longer theme is required, on a subject involving a process of development, or distinct stages of division.
Text-books: Thomas and Howe, complete; Herrick and Damon, parts I., II., IV. Supplementary: Ashmun's Prose Literature for Secondary Schools; Nutter, Hersey, and Greenough's Specimens of Prose Composition; Cook and Benham's Specimen Letters.
11. **RHETORIC.** This course gives not only systematic drill in the principles of rhetoric, but sustained practice in composing themes. All the elements of composition,—words, sentences, paragraphs, and whole compositions,—are reviewed in their relation to good use, to the principles of style,—unity, coherence, and emphasis,—and to the qualities of style,—clearness, force, and elegance.
Textbooks: Canby and Others, Composition in Theory and Practice; Nutter, Hersey, and Greenough, Specimens of Prose Composition. References: Barrett Wendell, English Composition; Bates, Talks on Writing English.
12. **AMERICAN LITERATURE I.** Literature of the colonies, of the Revolution, of the national (constitutional) period, Franklin, Charles Brockden Brown; literature of the Republic, Irving, Cooper, Bryant; Halleck, Drake, and Willis; Transcendentalism; Emerson, Thoreau, Poe, Hawthorne. Follow chiefly the plan in Pattee; use Cairn's Early American Writers, books in general library, and classics in the text-book library.
13. **AMERICAN LITERATURE II.** The Cambridge School of Writers—Longfellow, Lowell, Holmes; Whittier and the anti-slavery workers; the orators; historians; humorists; contemporary fiction; the short story writers; the American drama. Follow Pattee; supplement the references in the general library with liberal use of the magazines; use the classics in the text-book library.

14. **ENGLISH LITERATURE I.** In the study of English literature, particularly the early periods, much collateral reading in English history, chiefly Green's *History of the English People*, and Traill's *Social England*, is required. The note-book is of especial value here. The topical outline generally follows Long. The periods studied are: Anglo-Saxon, Anglo-Norman, Age of Chaucer, Revival of Learning, Age of Elizabeth, The Puritan Age, and the Restoration.

15. **ENGLISH LITERATURE II.** Eighteenth century literature, including the classical movement, and the rise of the modern novel; the Age of Romanticism, with its school of Revolutionary poets, and its school of nature poets; the Victorian Age, with its poets, novelists, and essayists.

Text-books: Long, Halleck, Brooke, Moody and Lovett; classics in the text-book library. References: The general library is richly supplied with the best authorities.

16. **LITERATURE AND THEMES.** This course is both an intensive study of a particular phase of English literature, and an advanced course in composition. It is devoted to the Nineteenth Century novelists, and involves the writings of six longer themes, and a number of shorter, incidental papers. The composition work is expected to attain a quite free and finished style of expression.

References: Painter's *Elementary Guide to Literary Criticism*; Dawson's *Makers of English Fiction*; Saintsbury; Moody and Lovett.

17. **CHILDREN'S LITERATURE.** This course is planned to assist students to acquire an acquaintance with children's literature, as far as such assistance can be given by formal instruction. The course attempts to give to normal school students a brief history of children's books; to convince them of the value of the reading habit; to teach them how to judge books; to familiarize them with some of the best collections of stories for children; to give practice in story telling; and to disclose to them something of the wealth of material in print for the child's instruction and delight. Several hundred of the best books for children are in the libraries of the normal school, and are available for use by students taking the course.

18. **LIBRARY SCIENCE.** The course in library science is planned in reference to two objective points:

a. The value of such work to the normal school student as an individual and as a teacher.

b. The value of such work to the children she is to teach.

Stress is laid upon the actual use of books; and a simple plan for the use of school libraries is carefully presented. Instruction covers the following points:

1. Book selection and bibliography, based on approved lists of books for schools, comparison of graded lists, and actual study of books themselves in each class.

2. Classification: Outline main division of the Dewey decimal classifica-

tion, and study the arrangement of books on the shelves, and the kind of book included in each class.

3. Cataloging (including shelf-list and accession): Study the catalog itself, its use, and give practice work in simplest forms of author, title, subject, and analytic entries.

4. Reference Work: Encyclopedias, dictionaries, hand-books, ready reference books in history, etc.; indexes to periodicals; practice in looking up topics, and debating material.

5. Administration: Special lectures upon general library topics, such as library commissions, relation of school to public library, and similar topics.

19. **ADVANCED ENGLISH COMPOSITION.** This course is open to graduates of the advanced curriculum, and to candidates for the special diploma in elementary education.

The course involves the aims, methods, and organization of the English work which is ordinarily offered in the ninth and tenth years of the public schools with special emphasis on the teaching of English composition. The course includes practice work in the correction of themes.

20. **GENERAL SURVEY OF ENGLISH LITERATURE.** This course is an historical outline of English literature, and it is organized to prepare students for a more intensive study of defined periods.

Course 16 is a prerequisite.

21. **THE VICTORIAN ERA.** Lectures and readings, and a particular study of representative authors.

Course 20 is a prerequisite.

22. **SPELLING AND PENMANSHIP.** This course is required of all candidates for the elementary and advanced diploma.

Text-book: The Palmer Method of Business Writing.

Geography

1. **PHYSICAL GEOGRAPHY.** This course is a study of the surface of the earth and its modification by the atmosphere, water, glaciers, volcanic action, earthquakes and other earth movements, and other agents. Many significant facts in regard to the climate, distribution of land, water, mountains, plains, and mineral resources, also, are considered in their relation to man.

Text-book: Dryer's High School Geography.

2. **COMMERCIAL GEOGRAPHY.** This course treats of the various regions of the earth, and the reasons why they can and do specialize in production. As a knowledge of physical geography is essential to a true understanding of commercial geography, course 1, or its equivalent, should be completed before this course is attempted.

Text-book: Robinson's Commercial Geography.

3. **PHYSIOGRAPHY.** This course treats more fully of the topics considered in physical geography. This course is of an advanced character, and is open only to students of college rank. It is urged that physiography be taken by

all students not having a working knowledge of its subject matter before any of the following courses are attempted.

Text-book: Salisbury's Physiography.

4. GEOGRAPHY III. (Principles of Geography.) This course considers the principles of geography as set forth in the comprehensive text-book studied. The course is open to graduates of high schools, and to students having an equivalent preparation.

Prerequisites: Courses 1, 3, or an equivalent.

Text-book: Salisbury, Barrows and Tower's Elements of Geography.

5. REGIONAL GEOGRAPHY. This course consists of applications of the principles considered in course 4 to several areas, particularly, the United States and Western Europe. In lieu of a text, numerous books and articles are used, thus affording experience in organizing geographical material.

6. GEOLOGY. Geology is the study of the history of the earth. It includes laboratory work with topographic maps and geologic folios and with rocks.

Prerequisites: Courses 3 or 4.

Text-book: Chamberlin and Salisbury's Introductory Geology.

NOTE. Stereopticon views are shown in each course. Field trips are taken in courses 1, 3, 4, and 6. Laboratory work, including a study of topographic maps and common rocks, is a part of courses 1, 3, 4, and 6.

History

1. ENGLISH HISTORY. The development of English constitutions,—governmental, industrial, social, and intellectual,—is the theme of this course. The rise of the lower and middle classes is carefully studied, and an acquaintance with the great English leaders is insisted upon.

Text-book: Walker's Essentials in English History.

2. AMERICAN HISTORY I. This course includes the period of American history beginning with the European background of American history and ending with the Federalist period. The Colonial period is briefly taken up, with special reference to the life of the people and the development of Colonial government in its relation to English institutions.

3. AMERICAN HISTORY II. This course includes the periods in American history from the Federalist period to the present day. Special emphasis is placed upon political, social, and industrial development, and the modern problems that present themselves in the twentieth century. Hart's Essentials in American History is used as a basis for study in correlation with Hart's Epoch Series.

4. AMERICAN HISTORY III. A. This course pre-supposes a familiarity with the fundamental facts of European history, and an elementary knowledge of American history. The period 1750-1800 is investigated with considerable care. A carefully selected list of standard works covering the period studied forms the basis of library reference. Much stress is laid upon a study of the sources. No text is used.

- AMERICAN HISTORY III. B. This course is in all respects similar to the preceding course. The period studied is that beginning with the administration of Andrew Jackson and ending with the close of the reconstruction period. When possible, students will be allowed to elect either course A or course B.
5. GENERAL HISTORY I. This course covers the period of ancient history to the death of Charlemagne.
 6. GENERAL HISTORY II. This course includes the main facts in European history to the close of the seventeenth century.
 7. GENERAL HISTORY III. This course completes the survey of European history, and concludes with a careful study of present world conditions.
 8. ECONOMICS I. This course is devoted to the study of the theories and principles of modern political economy. A rapid treatment of industrial history is followed by thorough work in the consumption, production, and exchange of wealth. The theories of value are emphasized.
 9. ECONOMICS II. This course includes the topics of distribution, the relation of the state to industry, public finance, and the history of economic thought. Research-topics, emphasizing the idea of state control of industry, conclude the work of the course.
Text-books: Ely's Outlines of Economics, and Urdahl's Syllabus.
Prerequisite: Course 8.
 10. MEDIAEVAL AND MODERN HISTORY. An elective course leading to college credit.
 11. EUROPEAN HISTORY. An elective course leading to college credit.

Home Economics

1. DOMESTIC ART I. The course involves a study of stitches with the application made in cutting, fitting, and sewing of garments. A study is made, also, of textiles, and of cultivation and preparation for use of the fibres—cotton, wool, linen, and silk.
2. DOMESTIC ART II. This course is a continuation of course 1. Economics, hygiene, design, and color are studied in their relation to dress. Laboratory work includes the selection and combination of materials and the making of waists, skirts, and dresses. Curriculums and equipment are planned for the work in elementary and high schools.
3. DOMESTIC SCIENCE I. A comparative study is made of various foods, their composition and preparation for use, nutritive value, and cost. Laboratory work consists of the cooking and serving of plain dishes, economy and nutritive value being chiefly considered.
4. DOMESTIC SCIENCE II. This course is a continuation of course 3. Definite attention is given to the planning and the preparation of meals, a fixed amount of money being placed at the disposal of the student for that purpose. Curriculums for work in the elementary schools are investigated, planned, and worked out by individual students. Some time is spent in planning school luncheons, and in invalid cookery.

5. **RURAL HOME ECONOMICS.** This course deals with those phases of home economics that the rural school teacher will find of especial value to her. It includes elementary food preparation, serving of hot lunches, elementary hand and machine sewing, and garment making.
6. **DOMESTIC SCIENCE I. (Special.)** This course involves a comparative study of various foods: their composition, preparation for use, nutritive value, and cost. Laboratory work in food preparation and preservation, and in experimental cookery, illustrating the principles involved, is combined with lectures and recitations.
7. **DOMESTIC SCIENCE II. (Special.)** This course is a continuation of course 6 with especial emphasis on the preparation and the serving of meals, and demonstration talks. Equipment for school and home kitchens is planned, and an annotated list of books relating to foods and cookery is made by each student.

Prerequisites, or parallel: Courses 14 and 15.

8. **DIETETICS.** Dietetics involves a study of principles of diet, food in relation to health, standard dietaries, and diet in disease. Laboratory work includes the translation of standard dietaries into food materials and serving of meals according to various standards. Work is also given in the preparation of diets for children and in invalid cookery.
- Prerequisites: Courses 14 and 15.
9. **DOMESTIC ART I. (Special.)** This course is devoted to a study of textiles from an historic, economic, and social standpoint. The following phases of the subject are dealt with: the primitive and modern methods of cultivation, manufacture and finishing of cotton, wool, linen, and silk; the identification of the various fibers by means of the microscope and chemical tests; the identification and grading of textile fabrics, their names, prices, widths, weaves, etc.; the cleansing, laundering, and dyeing of the various fabrics. Laboratory work consists of a study of various stitches and their use in the making of simple garments.
 10. **DOMESTIC ART II. (Special.)** The principles learned in course 9 are applied in the making of plain undergarments and a simple tub dress. Drafting of patterns, cutting, and fitting are emphasized. The division of income, the cost of clothing, and typical clothing budgets are considered.
 11. **DOMESTIC ART III. (Special.)** In this course hygiene, design, and color are considered in their relation to dress. A comparison is made of factory-made and home-made garments, and the question of factory conditions and sweat shop labor is discussed. An annotated bibliography of books, relating to textiles and clothing, is made by each student. Laboratory work includes the making of waists, skirts, dresses, and dress accessories.
 12. **THE HOUSE.** A study of the house is undertaken, beginning with the historic aspect, and coming down to present day problems. The course includes situation of the house with regard to general surroundings, the householder's interest in the construction of the house, sanitary conditions in and around the house, ventilation, water supply, heating, plumbing, purpose of the house, principles underlying housekeeping, including the organ-

ization of the household, division of income, household processes, and care of the household.

13. **TEACHING.** The students teach sewing and cooking in the grades of the elementary school, under the supervision of a critic teacher. Throughout this course, the students are required to plan all the work, and they are held responsible for its proper presentation to the classes. The methods of teaching in elementary and high schools are studied and curriculums are planned. A study of laboratory equipment and management is made.
14. **HOUSEHOLD CHEMISTRY I.** This course is devoted to a study of the qualitative analysis of the metals.
15. **HOUSEHOLD CHEMISTRY II.** This is a course in applied chemistry, which includes the qualitative and quantitative examination of foods and food products. Some time is also given to food adulterants and the best methods for detecting them.
Prerequisite: Course 14.
16. **BACTERIOLOGY.** This course consists of a study of typical bacteria, yeasts, and molds by means of the microscope and of cultural methods, to the end that the student may have a clear understanding of the relation of these tiny organisms to the home.
Text-book: Household Bacteriology. By Buchanan.
Prerequisites: Courses 14 and 15.
17. **PHYSIOLOGY AND SANITATION.** This course involves studies in personal, home, and social hygiene, and work in other subjects bearing upon the general theme of sanitation in its relation to the home and the community.

Manual Training

1. **MANUAL TRAINING I. (Wood-Working I.)** This course is for beginners in bench work in wood. It aims to familiarize the student with wood-working tools and some of the fundamental principles and processes used in wood-working. Useful articles such as book racks, foot stools, and tabourets are made, as far as possible, to secure progressive tool exercise. Some attention is given to the study of woods and to the sharpening and care of tools.
2. **MANUAL TRAINING II. (Construction Work.)** This is a course in construction work and includes cardboard and paper work, raffia, textiles, weaving, basketry, simple pottery, and simple bookbinding.
3. **WOOD-WORKING II.** The work is largely furniture construction. Special attention is given to wood finishes.
Prerequisite: Course 1.
4. **WOOD-TURNING.** This course aims to teach the fundamental tool operations and cuts used in wood-turning. Exercise in spindle turning, beads, cones, concave and compound curves, etc., are required. This is followed by face plate and chuck work.

5. **MECHANICAL DRAWING I.** This course is for beginners in drawing. The use of instruments, lettering, and the making of working drawings for shop projects are taught.
Text-book: Problems in Mechanical Drawing, Bennett.
6. **MECHANICAL DRAWING II.** The work includes problems in orthographic projections, intersections of solids, development of surfaces of solids, tracing, blue printing, and isometric projections.
Prerequisite: Course 5.
7. **MACHINE DRAWING.** In this course the conventions used in machine design are taught. Freehand sketches of machines and machine parts are made. This is followed by an assembled and detailed drawing of the machine.
Prerequisites: Courses 5 and 6.
8. **PATTERN MAKING.** Patterns are made of simple machine parts to illustrate the fundamental principles of pattern making, such as shrinkage, draft, fillets, and cores. The work is preceded by a demonstration in the foundry of the use of patterns.
9. **TEACHING.** Students are required to teach manual training in one of the grades of the elementary school.
10. **HISTORY AND ORGANIZATION.** This course takes up the history and development of manual training. Methods of conducting class demonstrations are discussed. Curriculums and equipment are planned by the students. Library reading together with short papers on the subject are required.
11. **CARPENTRY.** This course takes up the fundamental operations in the construction of frame buildings. The following points are given due consideration: foundations, floor framing, outside wall framing, roof framing.
12. **METAL WORK, POTTERY, AND BOOKBINDING.** The work in metal is carried on with brass and copper. The following processes are taken up: modeling over stake, anvil, and sandbag; filing, sawing, etching, repousse, annealing, soldering, and riveting. Such projects as trays, bowls, vases, and candle shades, are made. The course in pottery involves the various methods of handling clay, and making pottery, together with a brief history of the clay industry. The processes studied are: coil building, decorating, firing, glazing, moulding, and the use of the potter's wheel. The course in book-binding involves the various methods of binding books, from the simpler types suitable for grade work to the more complex forms of binding. The principles of applied design are emphasized in this course.
13. **FORGE WORK.** Instruction is given in the essential processes and practices of the forge shop. The shop practice is carried out in the making of tools and useful articles.
14. **ARCHITECTURAL DRAWING.** This course is elective and aims to teach the conventions used in some of the fundamental principles of architectural design.
15. **FOUNDRY WORK.** The principles of moulding and casting together with a study of the operation and care of the cupola are studied. Ornamental brass castings are made.
16. **MACHINE WOOD-WORKING.** Elective. The work in this course is largely cabinet making. The student is to use wood-working machinery, and the work is done, as far as possible, as in a first-class producing plant.

Mathematics

1. ALGEBRA I. Fundamental operations; simple equations; theorems in multiplication and division; factoring; lowest common multiple; highest common factor; fractions; problems.
2. ALGEBRA II. Fractional equations; simultaneous equations; graphical solution of equations; simple quadratic equations; literal equations; involution and evolution; problems.
3. ALGEBRA III. Theory of exponents; radicals; imaginaries; equations containing radicals; simultaneous quadratics; ratio and proportion; arithmetical and geometrical progressions; binomial theorem; logarithms; application of algebra.
Text-book: Hawkes, Louby, Touton's.
4. ARITHMETIC I. Notation and numeration; fundamental operations with integers, common fractions and decimals; denominate numbers; many problems for drill and mental development; practical measurements; mensuration of plane figures and solids.
5. ARITHMETIC II. Percentage and its applications: trade discount, gain or loss, commission, insurance, taxes and duties, simple interest. Business forms and business applications: promissory notes, checks, drafts, bills, invoices and contracts, banks and bank discount, exchange, stocks and bonds.
6. ARITHMETIC III. This subject includes a review with emphasis on accuracy, economy of effort and time, and logical analysis; a study of educational values and aims in arithmetic, and of present demands and tendencies. The intention is to give prospective teachers a grasp of the subject as a whole, with practical suggestions as to modes of presentation in the grades. This course is open to high school graduates or those having an equivalent preparation.
Text-books: Van Tuyl's Complete Business Arithmetic, Walsh's Methods in Arithmetic, and Brown and Coffman's How to Teach Arithmetic.
7. ARITHMETIC IV. This course offers more advanced and intensive study of fundamental operations in arithmetic, and their applications.
Prerequisite: Course 6.
8. PLANE GEOMETRY I. Books I. and II.
9. PLANE GEOMETRY II. Books III., IV., and V.
10. SOLID GEOMETRY. This subject includes lines and planes in space, dihedral and polyhedral angles, polyhedrons, the cylinder, the cone, and the sphere.
Text-book: Wentworth-Smith's Plane and Solid Geometry.
11. COLLEGE ALGEBRA. An elective course leading to college credit.
12. TRIGONOMETRY. An elective course leading to college credit.

Music

1. MUSIC I. This course is devoted largely to sight reading and elementary theory. All key signatures, major scales, chromatic scales, various kinds of measures and easy exercises, both original and from dictation, are written. Short tunes are transposed from one key to another. After sufficient practice has been given in singing the simpler forms of music, and the structure noted, students are required to write original tunes of eight, or sixteen measures, in all the various kinds of time. Sight reading and song singing are the practical applications of the theory, and the greater part of the time is given to this phase of the work. The music text-books which are in common use in the public schools of Minnesota are used for the sight reading. These books are the Eleanor Smith Course, Modern Course, and the Natural Course.

2. MUSIC II. Advanced sight reading, ear training, study of the minor scales in all modes, intervals, triads, chords, and the elements of harmony form the basis of work for the first half of this course.

The second half is given up to methods. The aim is to make this work practical. A curriculum is outlined, the special features of the work in each grade are discussed, and demonstration lessons on various topics are given by students.

3. MUSIC III. The work of this course embraces that of courses 1 and 2. Opportunity is offered to students who have completed this course, or course 2, to teach music in the model school. This course is open to graduates of high schools, and to students having an equivalent preparation.

For further work in music, see the special curriculum in music.

4. HARMONY I. The fundamental principles of melody as well as harmony are dealt with in this course.
5. HARMONY II. This course continues the work in modulation by means of the attendant chords and nonstructural chords, enharmonic modulation to distantly related keys, and transient and intermediate modulations. Analysis of passages from classic compositions is undertaken. Gow's *Structure of Music* is the text used.
6. ADVANCED SIGHT READING. Average reading ability being a prerequisite for this course, difficult music is used from the beginning. Songs are sung unaccompanied with and without use of the syllable names. Individual, ensemble, and group work vary the lessons. Writing from dictation and ear training each has its place here, and the victrola is used in this connection.
7. METHODS IN GRAMMAR GRADES AND HIGH SCHOOL. This work is a general discussion of the underlying principles of pedagogy as applied to the various phases of public school music teaching. A definite curriculum is taken up grade by grade, specific in its nature, yet elastic enough to be adjustable to the varying needs of different communities and schools. Students are required to give type lessons on various grade problems, and the lessons are criticized by the class. A curriculum beyond the regular chorus work

is organized along lines suitable for use in a high school. Opportunity for practice in chorus conducting, arranging programs, and regular class room work is offered in the training department. The aim is to make the scope of work in this class as broad as possible, and many references are given to books written by the best representatives of modern thought in the field of music.

8. **HISTORY OF MUSIC.** This course deals with the history of music. The works of the old masters are used to illustrate the class work throughout. A great deal of reference work is required in this course.
9. **MUSIC FORM.** Form has to do largely with the intellectual grasp of music. The frame work of music is taken up beginning with the phrase, period and double period, through the two-part song form and three-part song form to the sonata and symphony. Analysis of the form of musical composition takes an important place in the work. The ability to recognize these forms and the various movements and parts of the sonata, through the ear, is tested by means of piano renditions and selections on mechanical players.
10. **TEACHING I.** Teaching in the elementary school under the supervision of critic teachers.
11. **TEACHING II.** Teaching music in the elementary school under the supervision of the director of work in music and critic teachers.
Prerequisite: Course 10.
12. **TEACHING III.** Teaching music in the elementary school as in course 11.
Prerequisite: Course 11.
13. **MUSICAL APPRECIATION.** The aim in this course is to bring about a better understanding of what constitutes good music, both as to its content and its rendition. Standards for judgment of the qualifications of good music are laid through reading, lectures, and recitals. Illustrations are furnished by mechanical players and local artists.

Text-books: What is Good Music. By Henderson. Appreciation of Music. By Surret. Modern Musical Drift. By Henderson. How to Appreciate Music. By Kobbe. Story of Music. By Henderson.

Physical Science

1. **PHYSICS I.** This course includes the fundamental units of measurement, force and motion, pressure in liquids, pressure in air, hygrometry, molecular forces in liquids, thermometry, work and mechanical energy.
2. **PHYSICS II.** The mechanical equivalent of heat, heat engines, gas engines, refrigeration, methods of transfer of heat, methods of heating and ventilating buildings, magnetism, static electricity, electric generators, electricity in motion, methods of electric lighting, and other applications of electricity are prominent topics in this course.
3. **PHYSICS III.** Sound, light, and radiant energy are studied in detail in this course.

Text-books for Courses 1, 2, and 3: First Course in Physics, Millikan and Gale, and Laboratory Exercises in Physics, Fuller and Brownlee. Other recent text-books and current magazines are used for reference.

4. AGRICULTURE I. This course is devoted to agronomy and closely allied subjects. The following topics are considered: the new agriculture, better plants and animals, how plants feed and grow, plant propagation, the soil and its management, essential facts of soil physics and soil chemistry, fertilizers, drainage, the judging of corn, germination and purity tests of small grains, fiber crops, grasses, legumes, forage crops, roots and tubers, silos and silage, fruit recommended for this region, forestry as a farm crop, plant diseases, and insect pests. School gardening and plot work are carried on during the spring and summer terms.

Text-books: Waters' The Essentials of Agriculture.

5. AGRICULTURE II. Animal husbandry and related topics constitute the subject matter of this course. The principal types and breeds of farm animals, the analysis of milk by the Babcock test, the care of poultry, and the methods of calculating rations for all classes of farm animals will be prominent topics in this term's work. In connection with this course, the class will visit the North Dakota Agricultural College and available dairy barns and poultry pens of people living near Moorhead.

Text-books: Waters' The Essentials of Agriculture. Plumb's Beginnings of Animal Husbandry.

6. CHEMISTRY I. This course deals with the fundamental facts and principles of general inorganic chemistry, detailed study being made of such types of elements and compounds as bear directly upon this phase. Attention is also given to the founders of the science, and to some of the great contributors. Class work, two days each week, supplemented by six hours of laboratory work.
7. CHEMISTRY II. A more detailed study of the elements and most important compounds, the chief ores and mineral deposits, the chemical processes and compounds involved in many commercial and industrial processes, and the applications of chemical processes to daily environment. Laboratory work occupies the most of the time during this course.

Text-book: Brownlee and Others.

8. ELEMENTARY SCIENCE. Elementary Science is the term applied to the study of those phases of the natural sciences which are best adapted for study in the graded schools of the state. The work of this course is largely in the form of lectures supplemented occasionally by reference work, and illustrated as fully as possible by demonstration from the rapidly increasing collections in the museum. At the close of the course a suggestive outline of study is given for each science taken up. Although suggestive, these outlines indicate the phases of the subject material to be used, methods of presentation and objects to be attained in each grade from the first to the eighth. Geology, botany, zoology, and meteorology are the sciences studied.

Sociology

1. GENERAL SOCIOLOGY. This course is a study of modern social problems, and of the proper attitude of the teacher toward service and citizenship. Wide reading of the best authorities, both in books and in periodicals of standard worth, is required. The basic text is Ellwood's *Sociology and Modern Social Problems*. The following topics are included in the class discussions and in individual studies: labor problems; socialism; organized charity; social settlements; criminology; the theater; parks and playgrounds; social and civic centers; the negro problem; divorce; eugenics; poverty; the liquor problem. Education as the only safe basis of democratic government is the final theme of the course.

Prerequisite: Course 2, civics.

2. RURAL SOCIOLOGY. This course, planned to meet the needs of rural school teachers, involves studies of the following topics: importance of rural sociology; types of communities; rural and urban increase; social nature of the rural problem; advantages and disadvantages of farm life; improvement of agricultural production; improvement of transportation and communication; rural health and sanitation; making farm life more attractive; socialization of country life; clubs; libraries; the country church; higher education; adjustment of the rural school to the needs of rural communities; the organization of the rural school; the curriculum for the rural school; opening exercises; general exercises; children's literature; agriculture; domestic economy; manual training; children's games and plays; school sanitation and decoration; contests; rural charity and correction; rural social surveys.

Text-books: *Constructive Rural Sociology*, Gillette. *The American Rural School*, Foght.

3. EDUCATIONAL SOCIOLOGY. The aim of this course is to indicate, through an intensive study of such subjects as social settlements, social and civic centers, parks and playgrounds, and the theater, the possibilities for social uplift which confront the teacher of today. The necessity for social as well as individual ideals is emphasized.

Class Memorials

The first-class to be graduated from the school left, as a token of regard and love for their Alma Mater, a picture to adorn its walls; and the pleasant custom of thus leaving some such memorial to the institution has been followed by succeeding classes. These gifts, as typifying the intimate relationship between the pupils and the school, represent far more to donor and recipient, than any mere financial consideration involved. The memorials thus bestowed are as follows:

- Class of '90. Etching, a landscape.
- Class of '91. Etching, a landscape.
- Class of '92. Steel engraving, "Persepolis," by Briton Reviere.
- Class of '93. Steel engraving, "A Reading from Homer," by Alma-Tadema.
- Class of '94. Bust of Homer.
- Class of '95. Picture, Castle St. Angelo.
- Class of '96. Picture, "Colosseum."
- Class of '97. Large leather arm chair for the President's office.
- Class of '98. Large United States flag.
- Class of '99. Electric chandelier for main office.
- Class of '00. Sargent's "Prophets."
- Class of '01. Statue, "Winged Mercury."
- Class of '02. Statue, "Thalia, Goddess of Comedy."
- Class of '03. Reading desk for auditorium, and library clock.
- Class of '04. Four pictures of American statesmen for main corridor.
- Class of '05. Five pictures for main corridor.
- Class of '06. Seven pictures for main corridor.
- Class of '07. Portrait painting of President Weld, by Margarethe Heisser.
- Class of '08. Four large pictures for main entrance.
- Class of '09. Heroic statue of Lincoln.
- Class of '10. Three large pictures.
- Class of '11. Two large pictures.
- Class of '12. Victrola.
- Class of '13. Painting, "The Prayer in the Desert," by Tarenghi.
- Class of '14. Marble seat for the school campus.
- Class of '15. Curtain for the stage in the new auditorium.
- Class of '16. Curtain for the stage in the new auditorium.
- Class of '17. \$200 to American Red Cross Association.

Names of Students Enrolled in the Normal Department

1916-1917

Special

Charlson, Clara B., Fargo, N. D.
Collins, Ethel A., Thief River Falls
Costello, Marie T., Graceville
Cranz, Eva L., Bath, Ohio
Curran, Margaret H., Moorhead
Evsmith, Hazel M., Fargo, N. D.

Griffin, Dale F., Moorhead
Lied, Inez M., Fargo, N. D.
Lien, Ruth G., Granite Falls
Swanson, Mabel A., Alexandria
Thomas, Rebecca, Detroit

Senior Year

Aaby, Dorothy E., Pelican Rapids
Ahlhorn, Emma C., Kilbourn, Wis.
Anderson, E. Cecelia, Pelican Rapids
Anderson, Ida A., New York Mills
Anderson, Inest R., Porter
Anderson, Jennie L., Fergus Falls
Anderson, Lydia L., Moorhead
Anderson, Serena B., Ortonville
Ashland, Dorothy M., Fargo, N. D.
Auxer, Mrs. Caroline C., Frazee
Baker, Dorothy L., Moorhead
Barke, Josephine, Fergus Falls
Baumgarten, Beatha A., Hawley
Bell, Ruth L., Moorhead
Benson, Edith B., Frazee
Benton, Mae G., Grand Rapids
Berquist, Gertrude T., Parkers Prairie
Bjor, Ruth C., Battle Lake
Black, Inez I., Clinton
Bohline, Hannah, Detroit
Bornman, Sula, Fargo, N. D.
Bothne, Dagny R., Ulen
Bottolfson, Ingeborg L., Mahnomen
Brady, Marion C., Beardsley
Brown, Ann M., Moorhead
Buckley, Agnes L., Sauk Center
Buckley, Florence, Crookston
Burgum, Frances, Winner
Burke, Florence I., Tolna, N. D.
Burke, Agnes S., St. Hilaire
Campbell, Marjorie M., Clinton
Carlson, Adelia, Wheaton
Caulkins, Grace, Duluth
Champine, Jennie L., Fargo, N. D.
Cinclair, Althea, Milbank, S. D.
Clauson, Lilly M., Halstad
Clemens, Mary C., Fargo, N. D.
Collins, Olive H., Fergus Falls
Compton, Florence O., Sauk Center
Compton, Ruth L., Sauk Center
Cosgriff, Florence, Fargo, N. D.
Costello, Julia M., Sauk Center
Dahle, Astrid P., Starbuck

Daigle, Ella M., Bejou
Damschen, Ida A., Pelican Rapids
Dann, Lola, Fargo, N. D.
Dickey, Marion R., Frazee
Dinwiddie, Maud, Grand Rapids
Distad, Amanda I., Great Falls, Mont.
Distad, Hjalmer W., Great Falls, Mont.
Dye, Rosalind L., Devils Lake, N. D.
Eagan, Agnes T., Spooner
Eaton, Evelyn, Ortonville
Eaton, R. Pearl, Ortonville
Enerson, Agnes C., Detroit
Engh, Clarence R., Moorhead
Engh, Nora, Moorhead
Erdahl, Marie A., Donnelly
Erickson, Mabel G., Beardsley
Erickson, Minnie S., Osakis
Erlandson, Evelyn S., Maynard
Erlandson, Georgine H., Maynard
Fagerlie, Fryda C., Clarkfield
Ford, Freda M., Conneautville, Pa.
Foss, Ida S., Frazee
Frankoviz, Helen, Fergus Falls
Frazier, Frances W., Tower City, N. D.
Frederickson, Fred, Thief River Falls
Fritz, Mrs. Susie, Blooming Prairie
Gardner, Mary J., Fargo, N. D.
Geenty, Anne M., Johnson
Geenty, Catherine G., Johnson
Gigstad, Hulda C., St. Hilaire
Glasgow, Margaret, Fargo, N. D.
Goodrich, Alice, Fargo, N. D.
Graham, Caroline C., Melrose
Graham, Lottie M., Hallock
Grant, Marion, Glyndon
Green, Clara I., Fargo, N. D.
Griffith, Irene M., Minneapolis
Hall, Grace A., St. Hilaire
Hammar, Alice V., Fargo, N. D.
Hammar, Ebba M., Fargo, N. D.
Hanley, Mary E. C., Aberdeen, S. D.
Hansen, Grace M., Crookston
Hanson, Clara J., Crookston

- Hanson, Daisy, Moorhead
 Hanson, Maud, Stephen
 Hartney, Eleanor M., Maynard
 Hedquist, Emma C., Argyle
 Hedquist, I. Marie, Argyle
 Hegg, Clara E., Fisher
 Heily, Anna G., Graceville
 Henderson, Florence, White Rock, S. D.
 Hendry, Esther I., Barnesville
 Hoch, Helen B., Crookston
 Hoff, Blanche M., St. Hilaire
 Hollingsworth, Avis S., Fergus Falls
 Hopkins, Katherine M., Moorhead
 Hopkins, Mary J., Moorhead
 Hougen, Luella E., Alexandria
 Hughes, Florence C., Crookston
 Iverson, Tella M., Ashby
 Johnson, Clara J. C., Hallock
 Johnson, Ellen L., Donnelly
 Johnson, Emma C., Dale
 Johnson, Emma K., McIntosh
 Johnson, Esther A., Argyle
 Johnson, Esther A., Evansville
 Johnson, Esther R., Hawley
 Johnson, F. Jeanette, Fargo, N. D.
 Johnson, Linda L., Pelican Rapids
 Johnson, Mabel A., Argyle
 Johnsrud, Marie C., Montevideo
 Kaldahl, Hannah M., St. Paul
 Karlstrom, Emma M., Moorhead
 King, Kathleen M., Fargo, N. D.
 Kirkeby, Olga, Fox
 Klemesrud, E. Marie, Crookston
 Knutson, Clara I., Warren
 Koeneman, Lydia, Moorhead
 Kraus, Mathilda, Vergas
 Kueter, Helen E., Breckenridge
 Kuster, Irene F., Wahpeton, N. D.
 Lang, Lillian D., Moorhead
 Langvick, Hulda, Richville
 Larsen, V. Josephine, Brandon
 Larson, Esther C., Fargo, N. D.
 Larson, Gladys E., Crookston
 Lein, Marian N., East Grand Forks
 Lobben, Clara, Fargo, N. D.
 Logé, Alydia E., Austin
 Loomer, Jessie B., Fergus Falls
 Loudon, Samuel J., Moorhead
 Love, Ethel May, Fargo, N. D.
 Lundberg, Anna, Ortonville
 Lyons, Myrtle M., Stephen
 McCaffrey, Cecelia A., Crookston
 McCallum, Isabelle, Clinton
 McCasland, Lillie E., Ulen
 McConachie, Donald G., Perham
 McGrath, Ruth, Barnesville
 McLaughlin, Aurelia B., Donnelly
 McNellis, Angeline, Detroit
 Malmen, Agnes, Audubon
 Malmen, Eva A., Audubon
 Marlette, Etta V., Argyle
 Martin, Bertha S., Park River, N. D.
 Martz, Ruth M., St. Hilaire
 Maus, Esthyr, Spooner
 Merritt, Edna M., Moorhead
 Morstad, Mabel A., Fergus Falls
 Moser, Gertrude, Robbinsdale
 Murray, E. Flora, Parkers Prairie
 Nape, Villa S., Moorhead
 Neilson, Emily M., Fergus Falls
 Nelson, Hilda F., Hallock
 Nelson, Ida P., Osakis
 Nelson, Mabel J., Dilworth
 Nelson, Marie E., Felton
 Nesseth, Mabel, Fertile
 Ofelie, Margaret, Fergus Falls
 O'Halloran, Mae, Argyle
 Oien, Thora, Shelly
 Oistad, S. Charlotte, Shelly
 Olander, Jennie G., Morris
 Olson, Myrtle, Glenwood
 O'Reilly, Ethel, Stephen
 Palm, Elsie F., Fergus Falls
 Palmer, Hazel E., Little Falls
 Patterson, Anna J., Lake Park
 Paulsrud, Alice B., Fargo, N. D.
 Pearson, Glenna P., Fargo, N. D.
 Peterson, Anna J., Warren
 Plumer, Dovie C., Moorhead
 Pollock, C. Halstad, B. S., M. S., Fargo, N. D.
 Poston, Martha I., Thief River Falls
 Redpath, Georgia M., Frazee
 Richardson, Winifred, Baker
 Riste, Marie A., Hendrum
 Robertson, Carita M., Moorhead
 Rose, Marie H., Campbell
 Rosel, Frederick W., Moorhead
 Rosemeier, Stella M., Osakis
 Rosenberg, Elvira J., Fergus Falls
 Rousseau, Lillian, Cloquet
 Rushfeldt, Elsie, Hawley
 Ruud, Grace M., Hawley
 Saetre, Agnes O., Henning
 Sandness, Marie J., Moorhead
 Sanner, Lottie A., Pelican Rapids
 Sandstad, Minnie A., Lake Park
 Scholberg, Nora E., Ortonville
 Schrader, John W., Perham
 Shook, Gertrude J., Grand Rapids
 Simonitsch, Julitta B., Moorhead
 Sinclair, Margaret B., Argyle
 Sinnott, Theresa G., Stephen
 Sirjord, Jessie A., Flaming
 Sirjord, Mea F., Flaming
 Skalet, Ella O., Ulen
 Skarstad, Ragna P., East Grand Forks
 Solem, Minnie H., Halstad
 Streander, Esther A., Evansville
 Sumner, Alice M., Cannon Falls
 Swartz, Clarence L., Moorhead
 Swenson, Hattie A., Ortonville

Swenson, Hattie M., Fergus Falls
 Syvertson, Margaret I., Alexandria
 Teisberg, Olga J., Ashby
 Thompson, Genora S., Milan
 Torson, Edith M., Moorhead
 Towers, Nellie S., Stephen
 Tripp, Helen J., Beardsley
 Ulveling, Marguerite E., Wheaton
 Van Camp, Mae L., Fargo, N. D.
 Vikar, Nora G., Halstad
 Walsh, Mary M., Fargo, N. D.
 Watne, Lena, Stephen
 Weld, Frank E., Moorhead
 Western, Ethel V., Hallock

Westlund, Agnes, Fargo, N. D.
 Whitson, Emily E., Fergus Falls
 Widness, Stella H., Gonvick
 Wiehe, Alma S., Fargo, N. D.
 Wilcox, Clare L., Grand Rapids
 Wilson, Adelaide L., Enderlin, N. D.
 Wold, Olga M., Roseau
 Wollan, Clara P., Glenwood
 Wollan, Ellen O., Glenwood
 Wollan, Margot E., Glenwood
 Wright, Alice M., Moorhead
 Wright, Edgar E., Moorhead
 Youatt, Helen S., Fargo, N. D.

Junior Year

Adams, Loraine, Fisher
 Affeld, Elvira, Parkers Prairie
 Altstadt, Elizabeth J., Red Lake Falls
 Altstadt, Ottilia, Red Lake Falls
 Anderson, Agnes, Plummer
 Anderson, Ella L., Ortonville
 Anderson, Margaret, Bemidji
 Angle, Emma, Pelican Rapids
 Arness, Helmer M., St. Vincent
 Askegaard, Delia, Comstock
 Baker, Gertrude E., Deer River
 Bakke, Carolyn M., Twin Valley
 Balfour, Joyce, Fergus Falls
 Ballard, James, Moorhead
 Beaudin, Odina, Kent
 Beck, Ruth, Willmar
 Bentley, J. Melvin, Twin Valley
 Berge, Nellie M., Dalton
 Bergeson, Pearl, Lake Park
 Berglund, Henrietta, Stephen
 Bernard, Opal E., Warroad
 Bickford, Sylvia Gladys, Battle Lake
 Bjornson, Inez, Twin Valley
 Blake, Gladys, Luce
 Blake, Pauline B., Fargo, N. D.
 Blankenship, Mabel, Rothsay
 Boatman, Ila M., Moorhead
 Boe, Minnie S., Abercrombie, N. D.
 Bondy, Alice E., Battle Lake
 Braaten, Grace, Fergus Falls
 Brainard, Harriet, Devils Lake, N. D.
 Brodine, Ada Marie, Felton
 Brodine, Anna E., Felton
 Broker, Erma A., Fergus Falls
 Brooks, Sadie M., Ortonville
 Bruem, Eleanor, Starbuck
 Burgum, Elizabeth A. H., Winner
 Busness, Cecelia, Erhard
 Cameron, Durah, Fargo, N. D.
 Canning, Monty, Moorhead
 Carlander, Jarl R., Moorhead
 Carlander, Robert E., Moorhead
 Carlson, Laura, Litchfield
 Chilson, Florence, Fargo, N. D.

Clark, Eleanor M., Murdock
 Clark, Ella C., Murdock
 Clasey, Merl E., Ulen
 Colliton, Margaret A., Moorhead
 Corneliussen, Mella E., Comstock
 Coughlan, George P., Baldus
 Craig, Florence, Grand Rapids
 Cronquist, Ruth, Erskine
 Cudd, Annie F., Foxhome
 Curran, William T., Moorhead
 Dahle, G. Borghild, Starbuck
 Daman, Frances B., Montevideo
 Dodds, Beulah B., Ortonville
 Donahue, Anna V., Osakis
 Dullea, Mary, Dilworth
 Ebbighausen, Josephine L., Crookston
 Ebeltoft, Irene, Lake Park
 Ekeberg, Joren, Fosston
 Eklund, Anne C., Moorhead
 Engelling, Evelyn N., Russell, N. D.
 Engstrom, Ethel A., Opstead
 Erickson, Constance E., Evansville
 Erickson, Hannah M., Glyndon
 Erickson, Mabel H., Hallock
 Evans, Grace G., Fergus Falls
 Fitzsimmons, Alta L., Glyndon
 Flozdal, Edna F., Warroad
 Folkedahl, Emma J., Hendrum
 Fridlund, Anna S., Sauk Center
 Fulton, Elizabeth, Crookston
 Gingery, Effie A., Glyndon
 Glasgow, Mabel, Fergus Falls
 Goodrich, Olive J., Glyndon
 Green, Gertrude, Clinton
 Grover, Evelyn G., Moorhead
 Gulbranson, Ida, Fertile
 Gunufson, Ida, Fertile
 Haack, Bertha M., Morris
 Haack, Rosa V., Morris
 Hage, Alma, Plummer
 Hage, Judith M., Halstad
 Hagen, Mildred A., Crookston
 Hagen, Ruth M., Starbuck
 Halloway, Flora A., Pelican Rapids

- Hanrahan, Laura A., Morris
 Hanratty, Mary V., Barry
 Hansen, Nora F., Badger
 Hanson, Mabelle A., Herman
 Hanson, Myrtle A., Twin Valley
 Haugh, Agnes, Hawley
 Haugh, Lillian J., Hawley
 Hearl, Melvin E., Moorhead
 Hedin, Ellen, Sauk Center
 Heiberg, Mayme, Hawley
 Helgoe, Alma, Halstad
 Herseth, Laura C., Hitterdal
 Hodne, Emma, Karlstad
 Hoff, Ruth E., Battle Lake
 Holt, Mabel A., Fergus Falls
 Holt, Mary D., Grafton, N. D.
 Horvick, Clara B., Fertile
 Houg, Frances, Rothsay
 Hoyt, Lela L., Barnesville
 Huggett, Rebecca M., Henning
 Hungerford, Floy A., Fargo, N. D.
 Hurl, Lottie G., Stephen
 Hurley, Cecelia L., Wheaton
 Hutchins, Winnifred, St. Vincent
 Irgens, Frances, Glenwood
 Irvine, Sally E., Fargo, N. D.
 Jahren, Swanhild A., Lake Park
 Jensen, Anna M., Stephen
 Jensen, Mattie M., Clearbrook
 Johnson, Alice M., Herman
 Johnson, Amanda C., Evansville
 Johnson, Anna M., Alexandria
 Johnson, August, Roseau
 Johnson, Carrie E., Hallock
 Johnson, Effie G., Herman
 Johnson, Ellen J., Watson
 Johnson, Lena F., Warren
 Johnson, Lillian K., Hawley
 Johnson, M. Lucille, Hallock
 Jones, Alicia W., Norcross
 Jorgensen, Cecelia, Stephen
 Keeshan, Katharine, Donnelly
 Kellas, Sadie M., Fargo, N. D.
 Kiedrowski, Clara M., Browns Valley
 Kiemeier, Florence, Fergus Falls
 Kinney, Stella J., Wheaton
 Kowalski, Andrew D., Moorhead
 Knudson, Anna A., Beardsley
 Knudson, Anna M., Henning
 Kueter, Olga A., Breckenridge
 Langeland, Agnes G., Ada
 Langseth, Elmer, Moorhead
 Larsen, Laurence, Kindred, N. D.
 Larson, Louise, Oklee
 Lee, Berget E., Ross
 Lee, Clara T., Thief River Falls
 Lee, Tomena, Erhard
 Lewis, Mabel C., Clinton
 Lindquist, Esther A., Moorhead
 Lindstrand, Adeline E., Warren
 Ling, Esther E., Kerkhoven
 Linstad, Lina, Sims, N. D.
 Loudon, Grace Ethel, Moorhead
 Lovaas, Selma, Plummer
 Lucas, Vernon R., St. Vincent
 Ludwigsen, Esther, Fargo, N. D.
 Lund, Evelyn S., Twin Valley
 McCasland, Hattie Z., Ulen
 McGrann, Lenore, Fargo, N. D.
 McLaughlin, Frances, Donnelly
 Marin, Margaret I., Crookston
 Martenson, Esther C., Henning
 Marshall, Marion, Willmar
 Mathison, Sophie, Argusville, N. D.
 Maus, Tressa L., Spooner
 Metcalf, Jessie A., Glyndon
 Mickelson, Ida M., Hawley
 Mitchell, Raymond, Moorhead
 Mittum, Mathia, Fosston
 Moen, Eldrie, Beresford, S. D.
 Moen, Hattie N., Henning
 Moen, Pearle, Henning
 Mohr, Anna E., Perham
 Moldenhauer, Etta, Moorhead
 Moltu, Clara, Gary
 Moon, Elgie W., Villard
 Moran, Rose C., Graceville
 Morlan, Dorris A., Rensselaer, Ind.
 Morstad, Ella Mae, Fergus Falls
 Munson, Marie A., Akeley
 Myhre, Hazel E., Newfolden
 Neilson, Gertrude, Fergus Falls
 Nelson, Agnes F., Ortonville
 Nelson, Della P., Fargo, N. D.
 Nelson, Hulda J., Roseau
 Nelson, Pauline, Dalton
 Nelson, Stella M., Hallock
 Noble, M. Viola, Osakis
 Norden, Freda, Wadena
 Norem, Bertha, Alexandria
 Olson, Tilda, McIntosh
 Olson, Agnes P., Crookston
 Olson, Ella L., Montevideo
 Olson, Esther C., Hallock
 Olson, Hannah, Pelican Rapids
 Olson, Leonora H., Glenwood
 Onstad, Myrtle B., Nielsville
 Overboe, Harry M., Moorhead
 Paxton, Eva G., Moorhead
 Pearce, Sadona M., Frazee
 Pederson, Hannah, Appleton
 Pederson, Lillian, Benson
 Pender, Edna J., Barnesville
 Petersen, Fanny, Mentor
 Peterson, Anne, Frazee
 Peterson, William, Garfield
 Pierce, Mae, Breckenridge
 Preston, Mrs. Kathryn, Osakis
 Quick, Florence B., Fargo, N. D.
 Quinn, Gladys, Melrose
 Ross, Marie L., Montevideo
 Rubel, Sprinza B., Fargo, N. D.

Rud, Ida, Portland, N. D.
 Rude, Cora J., Flaming
 Rusk, Edythe G., Fargo, N. D.
 Russell, Winfred W., St. Vincent
 Rustad, Irene H., Hallock
 Ryan, Eugene, St. Vincent
 Ryan, Gladys K., St. Vincent
 Salie, Bertha, Hawley
 Sanner, Inga C., Pelican Rapids
 Scheie, Agnes C., McIntosh
 Scheie, Johanna, McIntosh
 Seal, Genevieve L., Melrose
 Sell, Alpha L., Stephen
 Selvig, Othalia E., Deer Creek
 Semingson, Alpha, Beltrami
 Sethney, Alice L., Twin Valley
 Sharkey, Helen A., Staples
 Sharp, M. Emmet, Moorhead
 Sheaff, Mary S., Fargo, N. D.
 Sherman, Lowell, Winnipeg, Manitoba
 Shields, Marion K., Pewaukee, Wis.
 Simison, Ruth, Hawley
 Simms, Grace I., Dallas, Texas
 Sinnott, Maysie E., Stephen
 Sirjord, Alma E., Flaming
 Sjoquist, Lillian F., Fargo, N. D.
 Skalet, Hermann, Ulen
 Skei, Olga J., Lake Park
 Smith, Grace M., Pelican Rapids
 Smith, Lucile B., Moorhead
 Smith, Ruth M., Herman
 Solum, Gladys I., Osakis
 Stennes, Emma H., Halstad

Stondahl, Louise, Syre
 Storien, Selma, Hallock
 Strand, Benjamin, Moorhead
 Swartz, Lottie M., Moorhead
 Swenson, Pearl A., Starbuck
 Swenson, Ruth V., Ortonville
 Tandberg, Esther S., Thief River Falls
 Thomas, Lyla M., Fargo, N. D.
 Thompson, Dina M., Glyndon
 Thompson, Ethel, Fargo, N. D.
 Thompson, G. Harriet, Henning
 Thortvedt, Eva M., Glyndon
 Tice, Joyce M., Mentor
 Tornell, Edna O., Moorhead
 Tripp, Grace M., Beardsley
 Tyrer, Florence H., Fargo, N. D.
 Ulstad, Augusta O., Madison
 Visser, Juniata, Forestburg, S. D.
 Vollbrecht, Martha L., Fergus Falls
 Warner, Ethel C., Moorhead
 Warner, Eunice J., River.
 Waterstrat, Emma A., Crookston
 Watson, Mildred I., Fargo, N. D.
 Werner, Cora A., Wheaton
 Westerson, Levina A., Hallock
 Westlund, Victor E., Fargo N. D.
 Whitmer, Leah B., Stephen
 Widing, Delia R., Moorhead
 Wilner, Hannah I., Grove City
 Winkelmeyer, Grace M., Staples
 Young, Elsie L., Devils Lake
 Zickefoose, Lois, Fargo, N. D.
 Ziebarth, Dessie R., Herman

Third Year

Anderson, Florence H., Georgetown
 Anderson, Olga Jeanette, Milan
 Bergan, Manda, Hawley
 Berrigan, Clayton, Moorhead
 Brothen, Rosy, Ulen
 Brown, Anna G., Fargo, N. D.
 Carlander, Helen, Moorhead
 Carlson, Clara A., Wolverton
 Crews, N. Ginell, Moorhead
 Crocker, Olive, Deer Creek
 Drexler, Mayme, Brandon
 Edenstrom, Bertha T., Wolverton
 Edholm, Evelyn A., Deer Creek
 Efteland, Bertha, Shelly
 Eidal, Laura C., Fergus Falls
 Ellingsen, Emma C., Ashby
 Ellison, Esther M., Mapleton, N. D.
 Engstrom, Elvira, Garfield
 Fisher, Caroline S., Sabin
 Fletcher, Lizzie A., White Earth
 Foley, Kate, Graceville
 Fossos, Aulga F., Nielsville
 Fuchs, Emma L., Glyndon
 Groth, Esther M., Clinton
 Haberle, Jacob, Barnesville

Halverson, Henry E., Borup
 Hanecam, Theoline M., Elizabeth
 Hansen, Lois C., Grandin, N. D.
 Hanson, Mabel C., Christine
 Harker, Lillian P., Georgetown
 Haugen, Gina I., Twin Valley
 Hitchcock, Mabel E., Randall
 Hole, Dagny, Dalton
 Johnson, Adolph E., Kindred, N. D.
 Johnson, Alpha, Pelican Rapids
 Johnson, Clara J., Averill
 Johnson, Esther E., Moorhead
 Johnson, Hilda G., Fargo, N. D.
 Johnson, Lewis E., Evansville
 Jorgenson, Pearl H., Moorhead
 Karlstrom, Evelyn, Moorhead
 Klaboe, Jonette P., Audubon
 Larson, Selma M., Clitherall
 Leer, Ida J., Abercrombie, N. D.
 Leffler, Anna W., Hendrum
 Lund, Harriet H., Dilworth
 Malen, Norah M., Gardner, N. D.
 Mathison, Hilda, Argusville, N. D.
 Melbye, George H., Ulen
 Mellum, Alice, Ulen

Mellum, Hannah E., Ulen
 Mellum, Sallie, Ulen
 Melting, Alfrieda, Halstad
 Monson, Philip A., Dalton
 Nelson, Edith O., Moorhead
 Olson, Alma E., Ada
 Olson, Betsy I., Parkers Prairie
 Olson, Hilda P., Rothsay
 Paxton, Ralph, Moorhead
 Peterson, Adella E., Rothsay
 Peterson, Bertha A., Malcolm
 Peterson, Laura A., Perley
 Ramsey, Julia M., Syre
 Richards, Alice E., Glyndon
 Robertson, Bertha, Moorhead
 Scheer, Ida I., Fergus Falls
 Sjoquist, Gladys, Fargo, N. D.

Skamfer, Lester, Abercrombie, N. D.
 Sondrall, Myrtle L., Moorhead
 Stafne, Edward C., Abercrombie, N. D.
 Steger, Alma E., Norcross
 Stein, Jessie M., Karlstad
 Stennes, Mathilda, Erskine
 Storms, Arthur, Menahga
 Strid, Helma J., Milan
 Sundfor, Anne, Fargo, N. D.
 Sundstrom, Ethel M., Wolverton
 Swenson, Elly A., Correll
 Tarrence, E. Ferne, Council Bluffs, Ia.
 Thompson, Frances A., Milan
 Troup, Velma E., Finlayson
 Vanderwaal, Izora L., Erskine
 Walker, Carl W., Moorhead
 Yoder, Myrtle R., Fargo, N. D.

Second Year

Agerholm, Julia, Kragness
 Albertson, Minnie O., Gary
 Anderson, Adolph, Moorhead
 Anderson, Anna L., Moorhead
 Anderson, Harry C., Sioux Pass, Mont.
 Anderson, Inez M., Garfield
 Anderson, Jennie E., Hallock
 Anderson, Minnie M., Kasholt, S. D.
 Armstrong, Edna I., St. Vincent
 Arneson, Elnora Cordella, Puyallup, Wash.
 Atkinson, Marjorie E., Savannah
 Aure, Clara M., Rothsay
 Austad, Gertrude, Fosston
 Berg, Inga C., Battle Lake
 Bernu, Olga E., New York Mills
 Blestrude, Martha, Underwood
 Boe, Annie, Nielsville
 Bolks, Walter P., Sioux City, Ia.
 Borgen, Bertha J., Perley
 Borgen, Myrtle J., Evansville
 Brennan, Beth, Clinton
 Brown, Amy T., Elbow Lake
 Bruestle, Gladys R., Erhard
 Bumgardner, Elsie, Dilworth
 Burk, Roscoe, Grace City, N. D.
 Burman, Rose, Rothsay
 Bush, Fern, Westport
 Carlander, Roy, Moorhead
 Carlson, Ellen M., Evansville
 Chandler, Lillian, Fargo, N. D.
 Christenson, Nora A., Evansville
 Clemens, Glada B., Hancock
 Cole, Blanche, New York Mills
 Connelly, Elizabeth, Barry
 Connelly, Melissa, Barry
 Corneliussen, Nellie, Comstock
 Dahler, Anna M., Elbow Lake
 Dahler, Hilda L., Elbow Lake
 Dean, Edith, Foxhome
 Dolen, Mabel O., Fargo, N. D.

Edlund, Alma C., Wolverton
 Ellingsen, Irene, Ashby
 Engen, Barthold, Warren
 Ericson, Etta, Fergus Falls
 Erickson, Hilma W., Verndale
 Erickson, Julia B., Wylie
 Erickson, Lillian V., Wadena
 Fanset, Mabel D., Bismarck, N. D.
 Fjoslien, Ingeborg, Pelican Rapids
 Flaa, Lena O., Abercrombie, N. D.
 Flom, Olga B., Twin Valley
 Fobes, Josephine M., Glyndon
 Fossay, Alice J., Moorhead
 Fossos, Gena, Nielsville
 Fridlund, Annie J., Moorhead
 Froyland, Hilda C., Audubon
 Geddes, L. Harriet, Shelly
 Goerke, Margaret, Bemidji
 Green, Gladys, Clinton
 Gronner, Ethel, Underwood
 Groth, Walter F., Clinton
 Hanson, Mary O., Horace, N. D.
 Hanson, Maude A., Osakis
 Harrang, Clara E., Underwood
 Hedin, Harold, Clinton
 Hegland, Joren O., Sunbeam
 Hennessey, Ellen, Sullivan
 Hermanson, Anna, Pelan
 Hertsgaard, Carl, Kindred, N. D.
 Hetland, Louise, Halstad
 Hicks, Elna, Comstock
 Hicks, Grant L. R., Glencoe, Mont.
 Hilgren, Gladys E., Parkers Prairie
 Hoff, Caroline L., Dilworth
 Hoie, Elizabeth, Shelly
 Holbeck, Geline, Underwood
 Holen, Emma, Pelan
 Holm, Alma J., Underwood
 Holm, Marie E., Parkers Prairie
 Hoss, Ida A., Twin Valley
 Houglum, Alpha, Perley

- Hovland, Clara, Perley
 Huglen, Christine J., Dalton
 Hulse, Della M., Dumont
 Hulse, Stella P., Dumont
 Hurner, Lydia E., Glyndon
 Hutchins, Eva M., St. Vincent
 Jacobson, Bessie M., Sebeka
 Jermstad, Hilma, Horace, N. D.
 Jenson, Sina O., Pelican Rapids
 Johnson, Alice A., Menahga
 Johnson, Anna M., Evansville
 Johnson, Clarice J., Hawley
 Johnson, Cora M., Fargo, N. D.
 Johnson, Eleanor, Fergus Falls
 Johnson, Helma R., Greenbush
 Johnson, Hulda J., Fergus Falls
 Johnson, Luella N., Evansville
 Johnson, Nora C., Evansville
 Johnson, Victoria M., Pelican Rapids
 Kolstad, Blanche, Halstad
 Karlstrom, Esther E., Moorhead
 Keaveny, Elizabeth R., Tintah
 Kittelson, Alma C., Pelican Rapids
 Kjos, Ida A., Twin Valley
 Kvar, Dorothea P., Pelican Rapids
 Landsverk, Gena O., McIntosh
 Langie, Gunhild, Oklee
 Larsen, Alice A., Fargo, N. D.
 Lee, Alice G., Rollog
 Lee, Eleanor, Grygla
 Lee, Gurie E., Ross
 Lindblad, Pearl H., Climax
 Lindquist, Edith, Wylie
 Loberg, Martin L., St. Hilaire
 Loseth, Della J., Underwood
 Lundin, Alveda, Ashby
 McDowell, Florence, Marion, N. D.
 Manley, Elsie A., New York Mills
 Mattson, Alma C., Moorhead
 Medchill, Bergetta, Fertile
 Messer, Clarence, Moorhead
 Miller, Anna J., Comstock
 Moen, Lena, Rothsay
 Montzka, Clara E., Grey Eagle
 Morton, Emma, Dundee
 Munson, Alma N., Akeley
 Nelson, Christine H., Barnesville
 Nelson, Elvina H., Osakis
 Nelson, Esther A., Battle Lake
 Nelson, Hilma A., Eagle Bend
 Nelson, Sylvia A., Sebeka
 Newton, Agnes J., McIntosh
 Niskala, Lydia N., New York Mills
 Nokken, Anna L., Moorhead
 Nordholm, Elsie M., Wolverton
 Norman, Claire L., Fargo, N. D.
 Noss, Alma, Gary
 Nyberg, Muriel, Vining
 Odson, Matilda, Pillager
 Olson, Lydia M., Warren, N. D.
 Ose, A. Margretha, Fisher
 Peake, Mavis S., Rothsay
 Peterson, Clara, Prosper, N. D.
 Peterson, Clara H., Dooley, Mont.
 Peterson, Delia I., Moorhead
 Peterson, Edythe W., Moorhead
 Peterson, Mildred A., Rothsay
 Peterson, Rhoda L. B., Erhard
 Peterson, Ruth E., Pillager
 Pihlaja, Lillian I., New York Mills
 Prohosky, Nellis, Dalton
 Rasmussen, Clara M., Warroad
 Ramstad, Bertha M., Ada
 Remley, Alice, Fargo, N. D.
 Riddle, Mrs. Eva, Moorhead
 Riddle, John W., Moorhead
 Sage, Irene A., Verndale
 Sandbo, Signora I., Mentor
 Schroeder, Esther A., Audubon
 Schroeder, Myrtle H., Fargo, N. D.
 Seaver, Douglas, Felton
 Seaver, Lester P., Felton
 Selander, Ellen, Warren, Pa.
 Selleseth, Alvena L., Norcross
 Selleseth, Inga, Norcross
 Sharpe, Terry A., Shelly
 Shefveland, Pauline, Audubon
 Shurson, Mabel M., Elbow Lake
 Siegle, Katharine, Underwood
 Sivertson, Judith, Underwood
 Sivertson, Olga, Underwood
 Sjoberg, Edith B. C., Hallock
 Skoglund, Lillie E., Eagle Bend
 Skoglund, Mabel S., Eagle Bend
 Solem, Alma M., Donaldson
 Solwold, Inga, Hitterdal
 Stensgaard, Hilda C., Pelican Rapids
 Stondahl, Ella, Syre
 Stordock, Ella H., Rothsay
 Strand, Selma, Griebrok
 Stubbs, Fern M., Fargo, N. D.
 Swanson, Esther G., Moorhead
 Swenson, Agdaline C., Battle Lake
 Swenson, Hannah V., Ashby
 Swenson, Hilma, Ashby
 Terry, Dorris, Parkers Prairie
 Thelen, Frances G., Savannah
 Tholen, Mabel E., Audubon
 Thompson, Agnes R., Warren, N. D.
 Thompson, Eda B., Evansville
 Thompson, Effie A., Wendell
 Thompson, Evelyn M., Battle Lake
 Tice, Frankie, Mentor
 Tofsly, Selma R., Crookston
 Tronnes, Mabel A., Nielsville
 Tweeten, Clara, Evansville
 Viste, Laura M., Ada
 Walberg, Esther V., Detroit
 Walden, Ruth J., Baker
 Western, Mabel O., Rothsay
 Wick, Marie, Fergus Falls
 Wilson, Julius A., Moorhead

Yoder, Ada L., Fargo, N. D.
Zelinsky, Anna F., Moorhead

Zimmerman, Leona, Ulen
Zimmerman, Marie V., Rothsay

First Year

Aanenson, Hannah, Shelly	Dufwa, Nora, Pelan
Aanru, Clara, Flaming	Dupont, Herman, Butler
Altstadt, Martha, Red Lake Falls	Dustrud, Olga V., Horace, N. D.
Anderson, Alexander, Moorhead	Eggum, Nora E., Dalton
Anderson, Alma O., Crookston	Eggum, Olena, Fergus Falls
Anderson, Hanna L., Eagle Bend	Eklund, Ila F., Moorhead
Anderson, Helen, Moorhead	Ellingson, Dagmar, Nielsville
Anderson, Katherine, Pelican Rapids	Ellingson, Ella M., Doran
Anderson, Mildred, Moorhead	Enderle, Lydia, Graceville
Anderson, Theresa, Moorhead	Erickson, Edna V., Verndale
Armstrong, Ruth J., Fergus Falls	Erickson, Elsie E., Winger
Arneson, Alma L., Pelican Rapids	Erickson, Hazel M., Climax
Arneson, Esther, Pelican Rapids	Fitch, Ida R., Warroad
Austad, Juri G., Sunbeam	Flaten, Eric H., Moorhead
Austin, Olive, Malung	Forsberg, Elizabeth, Harwood, N. D.
Bah, Sena O., Ashby	Frykman, Ruth N., Opstead
Balish, Olive, Fargo, N. D.	Gates, Dewey, Moorhead
Bansemmer, Anna J., Big Stone City, S. D.	Gerhardson, Alma C., Belgrade
Barros, Florence, Alexandria	Gilbert, Chester J., Halstad
Bartell, Edna M., Van Hook, N. D.	Gorder, Lillian, Starbuck
Bauer, Martha M., Ada	Gorman, Harriet E., Moorhead
Beck, Mary H., Dilworth	Green, Leonard, Georgetown
Benning, Marguerite R., Moorhead	Green, Ralph A., Georgetown
Bentilla, Edith, New York Mills	Grier, Benjamin, Moorhead
Bernhardson, Clarence, Comstock	Grier, Hugh, Moorhead
Blackwell, Viola, Loury	Grier, James B., Moorhead
Blom, Bella, Fargo, N. D.	Grinder, Cora T., Elbow Lake
Boehm, Lilly M., Ft. Atkinson, Wis.	Grothe, Mrs. Sophie, Badger
Borchert, Irene C., Mentor	Gunness, Marie I., Abercrombie, N. D.
Borgen, Johanna, Moorhead	Gulke, Daisy M., Warroad
Brainard, Julia, Prosper, N. D.	Hamre, Inga A., Flaming
Brainard, Lucy, Prosper, N. D.	Hancock, Agnes I., Dent
Buckley, Mae, Alberta	Hanson, Pearl L., Fargo, N. D.
Bullock, Gladys, Fargo, N. D.	Haug, Mathilda D., Ulen
Bumgardner, Edith, Dilworth	Haugen, Gunhild, Kratka
Carlson, Hulda L., Kennedy	Haugom, Ida F., McIntosh
Carlson, Ida C., Wannaska	Hawley, R. Captolia, Wolverton
Carlson, Nellie M., Pelican Rapids	Hazelton, Mildred, Richwood
Christenson, Clara, Glyndon	Hegland, Bessie, Sunbeam
Christianson, Edna M., Breckenridge	Hegstad, Ella, Duxby
Christianson, Eleanor C., Breckenridge	Hendrickson, Elesa, St. Hilaire
Coughlan, Nellie T., Baldus	Hoff, Alma, Dalton
Cramer, Mrs. Nellie D., Warroad	Hoffman, Agnes, Georgetown
Dagoberg, Clara E., Alvarado	Holland, Muriel F., Emo, Ont.
Dahl, Emily A., Borup	Holm, Leony J., Battle Lake
Dahl, Hazel I., Lake Park	Honer, Anna Victoria, Dent
Dahl, Mabel J., Borup	Hong, Josephine A., Climax
Dailey, Ida B., Doran	Hoyhtya, Esther T., New York Mills
Dallum, Alma M., Badger	Hughes, Hazel E., Cando, N. D.
De Camp, Jessie M., Benson	Hunder, Mary M., Wheaton
Dolen, Alice J., Fargo, N. D.	Hunt, Catharine, Moorhead
Doolittle, Clarence L., Dilworth	Hviding, Therese, Moorhead
Dow, Beulah R., Osto	Ike, Tennie G., Shelly
Drake, Ivy L., Moorhead	Ingle, Lucile M., Fargo, N. D.
Drinkwine, Maisel B., Mentor	Jacobson, Olga E., Bowlus

- Jameson, Sara M., Blackduck
 Jensen, Edna M., Waubesa
 Jensen, Oswald, Brooklyn, New York
 City
 Jerde, Julia, Fargo, N. D.
 Jermstad, Gerty, Horace, N. D.
 Johnson, Anna C., Kensington
 Johnson, Elda M., Christine, N. D.
 Johnson, Evelyn E., Averill
 Johnson, Josephine L., Averill
 Johnson, Judith M., Averill
 Johnson, Lillie, Roseau
 Johnson, Niamia M., Roseau
 Johnson, Ruth W., Moorhead
 Jones, Ella B., Erskine
 Jones, Raymond, Norcross
 Julian, Myrtle, Fargo, N. D.
 Karlstrom, Eunice A., Moorhead
 Kelting, Minnie, Baker
 Kiltie, Mary, Beltrami
 Kleven, Alice, Leonard
 Knudson, Johanna, Henning
 Knudson, Manda O., Henning
 Koeneman, Gertrude A., Cass Lake
 Koller, Petra H., New York Mills
 Koxvold, Clara M., Evansville
 Koyonen, Mary S., New York Mills
 Krogh, Anka, Detroit
 Kylo, Helen A., Fargo, N. D.
 Larson, Clarice S., Kensington
 Larson, Lillian O., Lisbon, N. D.
 Lee, Lillian, Nielsville
 Lee, Stella, Moorhead
 Libby, Sadie, Kragness
 Lind, Zelma M., Moorhead
 Lindblom, Minnie, Moorhead
 Loff, Ellen M., Roseau
 Loff, Martha, Karlstad
 Lyng, Julia O., Battle Lake
 McKinstry, John W., Fargo, N. D.
 McManus, Lucy G., Erhard
 Marvin, Fred A., Hankinson, N. D.
 Matheson, Hazel M., Breckenridge
 Mathews, Ruth, Deer Creek
 Mecklenberg, Martha, Nashua
 Menge, Marie E., Ada
 Mestad, Hilda, Erskine
 Metvedt, Gena S., Westby, Mont.
 Mickleson, Melva, Kindred, N. D.
 Moon, Cynthia I., Villard
 Moran, Anna, Thief River Falls
 Nelson, Agnes N., Eagle Bend
 Nelson, Alice E., Eagle Bend
 Nelson, Anna E., Wendell
 Nelson, Ella M., Comstock
 Nelson, Lillian M., Fergus Falls
 Nelson, Lillian O., Roseau
 Nemzek, Albert, Moorhead
 Nokken, Caroline, Moorhead
 Nokken, O. Gilford, Moorhead
 Norem, Tillie, Alexandria
 Norman, Alma, Underwood
 Norman, Elmer, Pelican Rapids
 Nyblawd, August, Warren
 Odenwaller, Ethel, Moorhead
 Olsen, Alma C., McIntosh
 Olson, Anna V., Fosston
 Olson, Cora H., Richwood
 Olson, Ethel J., Eagle Bend
 Olson, Gena J., Warren
 Olson, Genelia K., Moorhead
 Olson, Inga C., Warren
 Olson, Lillian F., Bronson
 Olson, Mae M., Perley
 Olson, Nanna J., Local
 Olson, Tillie, Rothsay
 Olson, Tina A., Rothsay
 O'Neill, Laura L., West St. Paul
 Ormiston, Libbie, Newfolden
 Page, Catherine M., Pelican Rapids
 Page, Frances E., Pelican Rapids
 Pake, Elda E., Moorhead
 Pake, Lila M., Moorhead
 Paulson, Anna P., St. Hilaire
 Peake, Ella R., Rothsay
 Peterson, Annie T., Halstad
 Peterson, Isabel E., Prosper, N. D.
 Peterson, Pearl C., Portland, N. D.
 Plumer, Faith, Moorhead
 Pries, Gertrude H., Monee, Ill.
 Probert, Elizabeth, Sheldon, N. D.
 Probert, Grace, Sheldon, N. D.
 Probert, Jennie A., Sheldon, N. D.
 Quam, P. Albert, Hendrum
 Rambol, Alma J., Nielsville
 Ramsey, Lela M., Orleans
 Rasmussen, Anna S., Warroad
 Rasmussen, Halvor, Fargo, N. D.
 Raun, Carrie C., Ulen
 Raun, Luvina B., Ulen
 Reed, Charles H., Moorhead
 Reed, Nettie B., Badger
 Reilly, Mrs. Minnie, Glasgow, Mont.
 Remley, Sylvester J., Moorhead
 Richards, Mrs. Clara F., Glyndon
 Robertson, Wallace, Moorhead
 Rosenlund, Alice C., Clinton
 Rusdal, Selma O., Halstad
 Ryan, Alice E., Graceville
 Saboe, Henrietta, Belgrade
 Sandbeck, Julius, Kindred, N. D.
 Sandbeck, William, Kindred, N. D.
 Sanders, B. Marie, Moorhead
 Sather, Olga C., Badger
 Schusser, Carl A., Red Lake Falls
 Scott, Della G., Villard
 Selberg, Mae, Harwood, N. D.
 Shaw, Myrtle M., Verndale
 Shurson, Cora H., Elbow Lake
 Sivertson, Jessie M., Fargo, N. D.
 Smith, Dorothy, Moorhead
 Solem, Helen M., Erhard

Solwold, Dagmar, Hitterdal
Sondrall, Blanche M., Moorhead
Spjut, Christine J., Karlstad
Spokely, Grace, Nielsville
Stafne, William, Abercrombie, N. D.
Stahl, Marie F., Wadena
Stene, Olga C., Vining
Stewart, C. Mabel, Fargo, N. D.
Stockdale, Lora E., Fargo, N. D.
Storm, Olga I., Ortonville
Strom, Gina C., Pelican Rapids
Strom, Margie T., Pelican Rapids
Swenson, Joanne, Moorhead
Swenson, Mella O., Ashby
Tellefson, Annie J., Goodridge
Tesky, Lila R., Luverne
Thelen, Anna S., Savannah
Thompson, Olive G., Elbow Lake
Thomson, Cora, Orleans
Thomson, Elsie M., Orleans

Thorson, Selma M., Fargo, N. D.
Tornell, Lillian, Moorhead
Turcotte, Mary A., Breckenridge
Underdahl, Melvin, Georgetown
Underwood, Grace M., So. Stillwater
Wahlbeck, Ebba C., Red Lake Falls
Walker, Mrs. Bertha, Sebeka
Wangness, Gunda, Clearbrook
Warner, Jessie C., River
Webster, L. May, Thorhult
Weickert, Anna F., Perham
Weiser, Charlotte, Fargo, N. D.
Welsh, Lillian, Harwood, N. D.
Welta, Olga S., Alexandria
Werner, Ruth U., Brandon
Westlund, Edna L., Strathcona
Westlund, Ruth E., Strathcona
Wiger, Alice N., Ulen
Woldahl, Ida L., Ashby
Yarlett, Loleta, Carlisle, Pa.

Summary of Enrollment

Normal School

Special	11	
Senior year	234	
Junior year	276	
Third year	84	
Second year	207	
First year	271	
	<hr/>	1,083

Elementary School

Higher grades	67	
Middle grades	160	
Lower grades	88	
Kindergarten	52	
	<hr/>	367

Total	1,450
Enrollment in the normal school, September to June	656
Enrollment in the normal school, summer term, 1916	548
Correspondence students	23

Certificate of Scholarship and Character
STATE NORMAL SCHOOL, MOORHEAD
Application for Admission

M.....attended the
.....school at.....
for a period of.....years. Graduated.....191.....

SUBJECT	Weeks Taken	No. of Recitations a Week	Final St'd	Adv. Credit	SUBJECT	Weeks Taken	No. of Recitations a Week	Final St'd	Adv. Credit
COMMERCIAL SUBJECTS					MATHEMATICS				
Bookkeeping					Arithmetic, Senior				
Stenography					Algebra				
Typewriting					Geometry, Plane				
DOMESTIC SCIENCE					Geometry, Solid				
Cooking.....					MUSIC				
Sewing					PHYSICAL SCIENCE				
DRAWING					Agriculture				
ENGLISH					Botany				
Composition					Chemistry				
Grammar, Senior					Geography, Senior.....				
Literature, American					Geography, Physical.....				
Literature, English.....					Physiology				
Rhetoric					Physiography				
GERMAN					Physics				
Reader and Grammar					Zoology				
Second Year					SOCIAL SCIENCE				
Third Year					American History, Sen'r.....				
Fourth Year					Ancient History				
LATIN					Mediaeval History				
Latin Lessons					Modern History				
Caesar					English History				
Cicero					General History				
Virgil					Civics				
MANUAL TRAINING					Economics				
Shop Work.....					OTHER SUBJECTS				
Mechanical Drawing									

I certify that the foregoing statement is correct, as shown by the records of the school named above, and that I believe h..... to be a person of good character.

Signed.....

Date.....191..... Title.....



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